

MMC 5435 Messaging Strategy and the Centrality of the Value Proposition

Spring 2017
3 Credit Hours

Instructor Information

Gregory Hamilton

Email: g.hamilton@jou.ufl.edu

Office Hours: by appointment

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

Course Access Information

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

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

Course Overview

A company’s brand outsells its competitors when consumers judge it to be the best value in the marketplace. However, choosing which qualities of a brand are most important to consumer perceptions of value can be challenging. How do you identify which aspect of your product to emphasize? Which part of your offer motivates your customer the most? These questions get to the heart of marketing strategy. At the center of these questions is the value proposition — why would someone say yes to you rather than anyone else? Answering this question correctly is the most important aspect of successful marketing.

This course addresses the critical concepts and theories of value proposition. It covers development, measuring, testing and expressing a value proposition throughout a company and its marketing. The student will learn how to position his or her offer to achieve sustainable competitive advantage, no matter what product or service they are marketing.

Course Objectives

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

- Explain the value proposition framework and its key elements
- Describe the historical evolution of the concept

- Analyze the intrinsic and extrinsic value present in customer choice and motivation to distinguish between the value and cost dyad within every purchase decision
- Articulate the roles and relationships among the four derivative value propositions and the brand within an organization
- Identify effectively crafted value propositions, as expressed in the short, long, narrative and graphic Forms
- Measure the force of a company's value proposition in terms of Appeal, Exclusivity, Credibility and Clarity in order to assess the potential effectiveness of a company's messaging
- Formulate recommendations to intensify the force of a company's value proposition and increase the continuity or congruence of its expression
- Synthesize a primary value proposition argument and its key evidentials
- Compose a short-form value proposition argument from either a Long, Narrative or Graphic Form

Required Texts

- Lanning, Michael J. *Delivering Profitable Value: A revolutionary framework to accelerate growth, generate wealth and rediscover the heart of business*. Basic Books, 1998.
- McGlaughlin, Flint. *The Marketer as Philosopher: 40 brief reflections on the power of your value proposition*, 2014.
- McQueen, Josh. *Building Brand Trust: Discovering the advertising insights behind great brands*. Xlibris Corporation, 2012.
- Reeves, Rosser. *Reality in Advertising*. New York: Knopf, 1961.
- Starch, Daniel. *Advertising: Its Principles*. New York, McGraw-Hill, 1929.
- Hopkins, Claude. *Scientific Advertising*. New Line Publishing, 1923

Course Philosophy and Expectations

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

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

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

Ownership Education:

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

Course Specific Policies

Attendance Policy:

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

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

Coursework Submission Policy:

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

Late Work Policy:

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

Point Deduction	Duration of Lateness
5 Points	Less than an hour
10 Points	Greater than one (1) hour but less than 24 hours
15 Points	Greater than 24 hours but less than 48 hours

25 Points	Greater than 48 hours but less than one (1) week
50 Points	Greater than one (1) week

Technical Issue Policy:

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

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

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Emergency and Extenuating Circumstances Policy:

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

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

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

Measurement Breakdown

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

Item	Percentage
Lecture Reinforcement Assignments	40%
Reading Discussion Post	15%
Reading Discussion Comments	10%
Quizzes	10%
Value Proposition Analysis & Critique Research Paper (Final Project)	25%
Total	100%

Grading Scale

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

The university policies concerning this grading scale can be found at:

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

Course and Assignment Details

This course is comprised of readings, lectures, online discussions, class assignments, activities and a final research project. Students are expected to watch all lectures and contribute to class discussions by citing examples drawn from professional experience, personal experience and course readings. Additionally, students are expected to complete course assignments, activities and reading discussions. Lastly, a final research project, due at the end of the term, will measure students' mastery of the Value Proposition Framework through the examination of a real-world business case.

Lectures

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

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

Lecture Reinforcement Assignment

There are a total of eleven (11) Lecture Reinforcement Assignments during the twelve-week-long semester. These assignments provide students with theoretical and real-world contexts for applying the material learned from the lectures. Specific details about each assignment are provided within the "Assignments Tab" of Canvas. The Lecture Reinforcement Assignments are due at 11:59 p.m. EST on the Friday of the week assigned. Additionally, students may be required to use programs and websites outside of Canvas to complete the activity.

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

	100-90 Excellent	89-80 Good	79-70 Satisfactory	69-60 Less than Satisfactory	Less than 60 Unsatisfactory
Analysis (30%)	Expertly draws from lectures and outside material using both analysis and synthesis to illuminate the subject	Competently evaluates lectures and outside material to demonstrate a superior level of analysis and synthesis	Evaluates lectures and outside material to demonstrate a reasonable level of analysis and synthesis	Evaluates lectures and outside material to demonstrate a basic level of analysis and synthesis	Related lectures and outside material are presented without analysis or synthesis
Argument (30%)	Compelling and persuasive argument offered through superior writing and conceptualization	Writing is supported by capable argumentation including conceptualization and understanding of topic	Writing falters at times when making a compelling argument, but the main point is clear and supported	Writing is haphazard with minimal evidence used to support argument	Argument is unclear, either through faulty conceptualization or inadequate framing of arguments
Examination (20%)	All questions or assignment components have been addressed	Almost all questions or assignment components have been addressed	Three-quarters of questions or assignment components have been addressed	Between three-quarters and half of all questions or assignment components have been addressed	Half or less than half of all questions or assignment components have been addressed
Sourcing (10%)*	Demonstrates superior sourcing of lectures and outside materials that are sufficient to substantiate an argument	Demonstrates competent sourcing of lectures and outside materials that are sufficient to substantiate an argument	Demonstrates basic sourcing of lectures and/or outside materials that are sufficient to substantiate an argument	Minimal sourcing of either lectures or outside material thus insufficient to substantiate an argument	Sourcing of lectures and outside material is absent and thus insufficient to substantiate an argument
Grammar and syntax (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation, and spelling to that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding	Syntax is at times garbled and includes errors in grammar, punctuation and spelling which present some difficulty in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

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

Supplementary Reading Discussion Boards

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

Reading Discussion Post

In order to cultivate an ongoing dialogue about the supplementary reading material within the course, students will generate between 200-500 words of reaction to the material per week. While these reaction posts could provide a short summary of the readings along with proper citations, posts should overwhelmingly be comprised of analysis or insights students have gained from the material. Students are required to link reactions to outside readings or experiences in their organizations. Discussion posts should cover ALL the readings assigned for the week to demonstrate the student has fully completed the assigned readings.

Additionally, students are required to generate two (2) questions, related to the readings, and pose them to other students when submitting their post. Students will monitor the responses to the questions they have posed and will reply should another student or the instructor respond to their posed questions. These processes will enable students to learn, not only from the instructor and the course material, but also from each other.

To achieve full credit, students' reading reaction posts and questions must be posted to Canvas by 11:59 p.m. EST on the Monday of the week assigned.

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

	100-90 Excellent	89-90 Good	79-70 Satisfactory	69-60 Less than Satisfactory	Less than 60 Unsatisfactory
Analysis (30%)	Offers superior evaluation of readings and provides an insightful assessment of topics covered	Provides sufficient evaluation of readings to demonstrate a reasonable level of analysis and synthesis	Competent evaluation of readings and provides a sufficient assessment of topics covered	Minimal evaluation of readings and provides limited assessment of content	Little evaluation of readings other than brief mentions
Argument (30%)	Compelling and persuasive argument offered through superior use of outside material and experiences outside of readings and lectures	Argument is supported by relevant outside material or relevant experiences	The argument falters due to a lack of outside examples or experiences	Weak argument is made due to a haphazard and minimal use of outside examples or experiences	Argument is poorly made due to the lack of any outside materials or experiences
Sourcing (10%)	Demonstrates superior sourcing of readings that supports the discussion's main arguments	Argument supported through readings and outside material	Demonstrates competence sourcing readings that support the discussion's main argument	Haphazard sourcing of readings and outside material that supports the discussions' main argument	Sourcing of readings or outside material is absent and thus insufficient to sustain an argument
Grammar and syntax (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation, and spelling to that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding	Syntax is at times garbled and includes errors in grammar, punctuation and spelling which present some difficulty in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding
Questions posed (20%)	Offers two (2) insightful and compelling questions that encourage debate and discussion	Offers two (2) questions but does not lead to a robust discussion of the topic	Offers one (1) to (2) questions but does not encourage debate due to a minimally demonstrated understanding of the readings	Questions posed lack a clear connection to the readings and therefore do not encourage debate	Questions do not demonstrate an evaluation and understanding of the readings

Reading Discussion Comments

In addition to their own reading reaction posts and questions, students will also be required to comment on the reaction posts and/or questions posed by other students. Students must submit comments into at least two (2) reading discussion posts made by fellow students each week. In order to encourage discussion throughout the semester, no more than two (2) comments will be counted toward a student's grade in any single week.

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

To achieve full credit, comment posts must be at least 100 words in length and appear within the other students' reading discussion post in Canvas by 11:59 p.m. EST on the Wednesday of the week assigned.

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

	100-90 Excellent	89-90 Good	79-70 Satisfactory	69-60 Less than Satisfactory	Less than 60 Unsatisfactory
Argument (40%)	Compelling and persuasive response offered through superior writing and conceptualization of topic in agreement or disagreement to questions posed	Writing falters at times in making a compelling response to the questions posed, but the main point is clear and supported by competent writing	Responses provide minimal response to questions posed or simply signals agreement without further support	Response is haphazardly written lacking an evaluative response of the questions posed and the significance of the points made by neither indicating agreement or disagreement	Response is unclear, either through faulty conceptualization or inadequate framing of arguments and does not address questions posed
Supportive Analysis (40%)	Compelling and persuasive support of argument through superior use of outside material and experiences to move conversation forward	Analysis is supported by relevant outside material or relevant experiences	The analysis falters due to a lack of outside examples or experiences to move conversation forward	Analysis minimally supported due to minimal use of outside examples or experiences	Analysis is poorly made due to the lack of any related outside materials or experiences
Sourcing (10%)	Demonstrates superior sourcing of readings and outside material that supports the discussion's main arguments	Argument supported through outside materials and some outside material	Demonstrates competence sourcing readings and outside materials that support the main argument	Minimal sourcing of readings and outside material that supports the assignment's main argument	Sourcing of readings and outside material is absent and thus insufficient to sustain an argument
Grammar and syntax (10%)	Precise syntax and superior use of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation, and spelling to that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding	Syntax is at times garbled and includes errors in grammar, punctuation and spelling which present some difficulty in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

Quizzes

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

Value Proposition Analysis and Critique Research Paper (Final Project)

Students will demonstrate their mastery of the value proposition framework by critically analyzing the value proposition of either a company at which they are presently employed, one at which they wish to work in the future or a nonprofit (401c3) organization*. Students will further demonstrate mastery of this framework by generating recommendations as to how to intensify their chosen company's value proposition. Students work will be compiled into a 10-20 page research paper. The research paper is to be submitted to Canvas by 5 p.m. EST the Friday of **week 11**.

Research Paper

Students will divide their research paper into two sections: 1) a determination and subsequent analysis of the organizations existing value proposition(s) and (2) detailed recommendations explaining how the organization can intensify the expression of their value proposition(s). For the purpose of this assignment, students can evaluate the organization's website, marketing materials and any other pertinent information they may find. The research paper should be completed using 12 pt. Times New Roman Font, double-spaced, with a one-inch margin. Students should cite their work as appropriate following either APA or MLA format.

Part 1: Value Proposition Analysis (Current State)

Students will identify and analyze:

- Areas of company-centric and customer-centric language in the organization's messaging
- The organization's primary value proposition as well as at least one (1) derivative value proposition
- At least two (2) examples of the organization's value proposition as expressed in either the Short, Long, Narrative or Image form
- At least five (5) locations where the organization is missing its primary or derivative value propositions
- Examples of value proposition messaging from at least two (2) major competitors of the organization

Part 2: Value Proposition Intensification (Future State)

Students will:

- Make at least ten (10) specific recommendations as to how your organization can use the force elements (Appeal, Exclusivity, Credibility and Clarity) to intensify its primary and/or derivative value propositions.
- Use the five-step framework (worksheet provided) to re-craft the organization's primary value proposition statement and evidentials.

- Use the five-step framework (worksheet provided) to re-craft at least one of the organization's derivative value proposition statements and evidentials.

Students must submit the following items to Canvas to achieve full credit on the assignment:

1. Research Paper
2. Copy of any collateral used in this project
3. Value Proposition worksheets

**Note: Students may not use a company that exclusively leverages a go-to-market strategy consistent with that of a "low-cost-provider."*

The Value Proposition Analysis and Critique are awarded points according to the following scale:

	Excellent (100-90)	Good (89-80)	Satisfactory (79-70)	Less than Satisfactory (69-60)	Unsatisfactory (less than 60)
Company-centric and customer-centric language (5%)	Superior analysis in identifying and categorizing relevant language	Above average analysis in identifying and categorizing relevant language	Sufficient analysis in identifying and categorizing relevant language	Recognition, but improper categorization, of relevant language	Fails to identify or properly categorize relevant language
Organization's primary and (1) derivative value proposition (5%)	Offers superior analysis in identifying and categorizing value propositions	Above average analysis in identifying and categorizing value propositions	Sufficient analysis in identifying and categorizing value propositions	Recognition, but improper categorization, of value propositions	Fails to identify or properly categorize value propositions
Forms of value proposition expression (5%)	Offers superior analysis in identifying and categorizing value proposition expressions	Above average analysis in identifying and categorizing value proposition expressions	Sufficient analysis in identifying and categorizing value proposition expressions	Recognition, but improper categorization, of value proposition expressions	Fails to identify or properly categorize value proposition expressions
Value propositions opportunities (10%)	Offers superior analysis in identifying and categorizing (10+) opportunities	Above average analysis in identifying and categorizing (6-9) opportunities	Sufficient analysis in identifying and categorizing (5) opportunities	Identifies less than (5) opportunities	Does not identify any opportunities
Competitive value proposition messaging (10%)	Offers superior analysis of competitor messaging	Above average analysis of competitor messaging	Sufficient analysis of competitor messaging	Incorrect identification of competitor messaging	No identification of competitor messaging
Value proposition force intensification recommendations (15%)	Superior analysis in identifying and categorizing relevant intensifications	Above average analysis in identifying and categorizing relevant intensifications	Sufficient analysis in identifying and categorizing relevant intensifications	Recognition, but improper categorization, of relevant intensifications	Fails to identify or properly categorize relevant intensifications
Re-craft more effective value proposition statements and evidentials (30%)	Superior analysis in completing the process for both the primary and derivative propositions	Above average analysis in completing the process for both the primary and derivative propositions	Sufficiently completes the process for both the primary or derivative propositions	Fails to complete some elements of the 5-step process for both propositions	Fails to complete a majority of elements of the 5-step process for both propositions or only completes 1 proposition
Sourcing (10%)	Demonstrates superior sourcing of materials that are sufficient to substantiate an argument	Demonstrates competent sourcing materials that are sufficient to substantiate an argument	Demonstrates basic sourcing of materials that are sufficient to substantiate an argument	Minimal sourcing of material thus insufficient to substantiate an argument	Sourcing of material is absent and thus insufficient to substantiate an argument
Grammar and syntax (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation, and spelling to that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding	Syntax is at times garbled with errors in grammar, punctuation and spelling	Syntax is garbled and errors in grammar, punctuation and spelling disrupt understanding

University Policies

University Policy on Accommodating Students with Disabilities:

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

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

University counseling services and mental health services:

Counseling and Wellness resources

<http://www.counseling.ufl.edu/cwc/Default.aspx>

352-392-1575

Netiquette

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

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

Other Student Resources

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/Default.aspx>
 - 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaint-process> to submit a complaint.

Course Evaluation:

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

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

University Policy on Academic Misconduct:

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

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

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

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

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

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

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

ACADEMIC HONESTY

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

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

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

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

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

Students are expected to adhere to the [University of Florida Code of Conduct](#).

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

Course Schedule

Calendar

Week	Lecture	Reading Discussion	Reading Comments	Reinforcement Assignment	Quiz	Project
	Syllabus Introduction					
1	Value Proposition and Understanding the Process of Choice	NA	NA	NA		
2	Origins and Evolution of the concept "Value Proposition"	01/09	01/11	01/13		
3	The Primary Value Proposition Framework	01/17*	01/18	01/20		
4	The Role of the Value Proposition and Its Derivatives	01/23	01/25	01/27		
5	Measuring the Force of a Value Proposition – Appeal and Exclusivity	01/30	02/01	02/03	02/03	
6	Measuring the Force of a Value Proposition – Credibility and Clarity	02/06	02/08	02/10		
7	A 5-Step Framework for Crafting an Effective Value Proposition	02/13	02/15	02/17		
8	Expressing Value Propositions in Long Form, Short Form, Narrative and Visuals	02/20	02/22	02/24		
9	A Holistic Approach to Expressing a Value Proposition	02/27	03/01	03/03		
10	Brand: The Aggregate Experience of the Value Proposition – Part 1	03/06	03/08	03/10		
11	Brand: The Aggregate Experience of the Value Proposition – Part 2	03/13	03/15	03/17		03/17
12	The Personal-Level Value Proposition	03/20	03/22	03/24	03/24	

*Assignment or activity moved due to a UF holiday

Weekly Detail

Pre-course: Course Introduction and Syllabus Overview Video

Description

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

Week 1: Value Proposition and Understanding the Process of Choice

Lecture Description

This week will be both an overview of the course objectives and an introduction to the concept of a value proposition. We will discuss the power of choice and how it relates to a consumer saying yes.

Readings:

- *The Marketer as Philosopher — Reflections 1-2, 27-31*
- *Delivering Profitable Value — Introduction (p. 1-16)*
- *Reality in Advertising — Chapters 1-3 (p.3-12)*

Reinforcement Assignment

None this week

Week 2: Origins and Evolution of the concept “Value Proposition”

Lecture Description

This week, we will discuss the origins of the concept of the value proposition, even before the term was coined. We will survey the evolution of the concept in the academic and commercial literature, from usages a century ago to what it means today. We will specifically look at the works of Starch, Hopkins, Reeves, Ogilvy, Porter and Lanning.

Readings

- *The Marketer as Philosopher — Reflection 24*
- *Advertising: Its Principles (Daniel Starch) — Chapters 1-2 (p. 7-17)*
- *Scientific Advertising (Claude Hopkins) — Chapter 1-3, and 10 (PDF p. 2-12)*
- *Reality in Advertising — Chapters 4-6 (p.13-24)*
- *Delivering Profitable Value — Chapter 1 (p. 18-38)*

Reinforcement Assignment

Examine a major purchase decision made in the last year through the perspective of the Value Exchange Fulcrum.

Week 3: The Primary Value Proposition Framework

Lecture Description

This week focuses on the role the value proposition plays as the primary force driving people up the sales funnel. We will learn about the flaws within the current understanding of the marketing funnel, and finally, we will define value proposition and discover why it is important.

Readings

- *The Marketer as Philosopher — Reflections 4-6, 8, 15-16, 21-22, 26*
- *Reality in Advertising — Chapters 7-9 (p.25-36)*
- *Delivering Profitable Value — Chapter 4 - 5 (p. 62-79), and 18 (p. 254-259)*

Reinforcement Assignment

Use the value proposition framework to craft primary value proposition statements for a provided set of future technologies.

Week 4: The Role of the Value Proposition and Its Derivatives

Lecture Description

This week focuses on the various derivatives of the value proposition and when, where and how they are each relevant. We will then discuss how they relate to each other and overlap.

Readings

- *Marketer as Philosopher — Reflection 11, 18, 19, and 20.*
- *Reality in Advertising — Chapters 10-12 (p 37-45)*
- *Delivering Profitable Value — Chapter 13-15 (p. 180-215)*

Reinforcement Assignment

Explore the effect of derivative value propositions on the perceived value of a given product.

Week 5: Measuring the Force of a Value Proposition — Appeal and Exclusivity

Lecture Description

This week focuses on the first dyad (Appeal and Exclusivity) that impacts the force of a value proposition. We will define each of the elements, their associated cognitive conclusion and then learn how to influence them.

Readings

- *Marketer as Philosopher — Reflections 17 and 32*
- *Reality in Advertising — Chapters 13-15 (p. 46-59)*
- *Delivering Profitable Value — Chapter 6 (p. 80-88)*
- *Scientific Advertising (Claude Hopkins) — Chapters 11 and 17 (PDF p. 40-42, 62-63)*

Reinforcement Assignment

Examine a set of provided value propositions and determine how you could increase their Appeal and Exclusivity.

Week 6: Measuring the Force of a Value Proposition — Clarity and Credibility

Lecture Description

This week focuses on the second dyad (Clarity and Credibility) that impacts the force of a value proposition. We will define each of the elements, their associated cognitive conclusion, and then learn how to influence them.

Readings

- *Marketer as Philosopher — Reflections 9, 10, 13, 14, 34 and 34*
- *Reality in Advertising — Chapters 16-18 (p.60-66)*
- *Delivering Profitable Value — Chapter 7 (p. 89-115)*
- *Scientific Advertising (Claude Hopkins) — Chapter 7 (PDF p. 25-27)*

Reinforcement Assignment

Explore the force of multiple provided value proposition statements and identify specific changes that could increase the Appeal, Exclusivity, Credibility and Clarity.

Week 7: A 5-Step Framework for Crafting an Effective Value Proposition

Lecture Description

This week students will walk through a methodology for crafting a value proposition. This will be a highly interactive session.

Readings

- *Reality in Advertising — Chapters 19-21 (p. 70-83)*
- *Delivering Profitable Value — Chapter 8 (p. 116-135)*

Reinforcement Assignment

Use the 5-step framework to craft a value proposition argument for one of the provided organizations.

Week 8: Expressing Value Propositions in Long Form, Short Form, Narrative and Visuals**Lecture Description**

This week, we will discuss how to take a value proposition and package it in the short form, long form, narrative and visual form.

Readings

- *Delivering Profitable Value — Chapter 12-13 (p. 176-189)*
- *Scientific Advertising (Claude Hopkins) — Chapters 5, 8, and 9 (PDF p. 17-19, 28-34)*

Reinforcement Assignment

Select a company of your own choosing and craft a long-form statement for its primary value proposition.

Week 9: A Holistic Approach to Expressing a Value Proposition

Lecture Description

This week we will discuss how to begin expressing a value proposition in promotional and sales materials. We will start with a website and move to some of the more common digital and traditional channels. Students will learn how to express a value proposition in a holistic way through the principles of continuity and congruence.

Readings

- *Marketer as Philosopher — Reflections 6, 10, 12 and 25*
- *Reality in Advertising — Chapters 22-27 (p. 84-107)*
- *Delivering Profitable Value — Chapter 19 (p. 160-281)*
- *Scientific Advertising (Claude Hopkins) — Chapter 6 (PDF p. 29-24)*

Reinforcement Assignment

Examine the concepts of continuity and congruence as seen on the live purchase funnel for Zappos.

Week 10: Brand: The Aggregate Experience of the Value Proposition — Part 1

Lecture Description

This week we will examine how value proposition and brand are connected. Students will learn how to leverage a value proposition to create a brand experience that deeply resonates with the customer in such a way that it becomes a brand expectation.

Readings

- *Marketer as Philosopher — Reflections 23 and 26*
- *Reality in Advertising — Chapters 28-30 (108-123)*
- *Building Brand Trust (Josh McQueen) — Chapters 5-8 (p. 108-208)*
- *Delivering Profitable Value — Chapter 2-3 (p. 39-61)*
- *Scientific Advertising (Claude Hopkins) — Chapter 20 (PDF p. 69-70)*

Reinforcement Assignment

Choose three brands from a provided list and examine their latest advertising campaigns and other marketing/brand collateral to identify the conclusions they are trying to foster in the mind of their prospects.

Week 11: Brand: The Aggregate Experience of the Value Proposition — Part 2

Lecture Description

This week we will further explore how value proposition and brand are connected. Students will be able to identify desired resulting experiences associated with brand and appropriate short-hand symbols for a brand that can be implemented across the customer journey.

Readings

- *Reality in Advertising — Chapters 31-33 (p. 124-137)*
- *Building Brand Trust (Josh McQueen) — Chapters 9 -12 (p. 209-311)*

Reinforcement Assignment

Define what it means to be your brand as a multi-national coffee company.

Final Project: Value Proposition Analysis and Critique

Week 12: The Personal-Level Value Proposition

Lecture Description

This week, students will be exposed to the fifth derivative value proposition: the personal. We will discover the connection between this derivative and the corporate application of value proposition students have learned over the duration of the course.

Readings

- *Marketer as Philosopher — Reflections 39-40*
- *Reality in Advertising — Chapters 34-36 (p. 138-151)*

Reinforcement Assignment

Create a value proposition statement and evidentials that you could use in your efforts to secure a promotion or new position in your current company.

Disclaimer

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