

# ADV3001

Advertising Strategy  
Spring 2018 (Section 08E1)  
Weimer 1070  
Days/Times: M/6-7, W/7

## Overview

Advertising Strategy emphasizes the steps necessary to plan and develop an approach that distinguish a brand in the competitive marketplace. The course will give student regular opportunities to build fundamental skills needed to implement an integrated communications plan.

## Goals

The goal of this course is to provide students with the fundamental skills needed to devise and present a complete marketing communications plan. The student learning outcomes for the course will be introduced and/or reinforced through regular opportunities that reinforce skills in critical thinking, problem solving, oral and written communication, and peer collaboration. Skills emphasized during this course are:

- 1) The application of reading/articulating written and verbal information about marketing and advertising situations
- 2) The ability to employ decision-making skills in the analysis and evaluation of strategic alternatives
- 3) The ability to evaluate, justify, and defend a proposed strategic alternative or recommendation.

## Requirements

A minimum grade of C in ADV3008, MMC2100, and MAR3023 are required as prerequisite courses.

## Course Materials

Required Textbook:

*Advertising Campaign Strategy: A Guide to Marketing Communication Plans* (5<sup>th</sup> ed.) by Donald E Parente and Kirsten L. Strausbaugh-Hutchinson, (copyright 2014).

## Assessments

Student development and skills performance will be assessed per the bulleted categories below.

- 4 mini-group assignments (20 points each)
- 4 mini-group reports (10 points each)
- CANVAS short quizzes (5 CANVAS quizzes, 5 points per quiz)
- 2 Exams (30 points each)
- 1 comprehensive strategy project- team assignment (75 points)
- Team strategy presentation (20 points)

Letter grades for this course will be based on the total points accumulated over the term. Final grades are calculated based on the student's accumulated points relative to the base of points offered during the semester. Grades will be allocated based on an individual's calculated percent-of-base with final grades guided by the University's standards for grade distribution. Students who earn a C or better will fulfill pass requirement for ADV3001.

## Class Assignments

To fully comprehend the process of strategic planning, students must have the opportunity to apply the skills learned in the course. The quality of one's experience in this course can be attributed, in part, to his or her level of involvement in the learning process. Therefore, students are expected (and encouraged) to be part of the learning process through regular and consistent participation.

Students should be prepared to contribute views and explanations to topics covered. Skills development opportunities are intended help students become more proficient in mastering the concepts and application of the strategic advertising development process and will be issued regularly.

In general, written assignments will be submitted through Canvas and should adhere to the specifications for assignment submissions detailed in the appropriate section of this syllabus. All assignments should be submitted by the designated due date to avoid point reduction or point forfeiture.

### *Group & Team Projects*

The goals of project assignments are to give students a basic understanding of 1) the process involved in conducting a business analysis, 2) how a consumer-focused integrated brand communications strategy is developed, and 3) how strategic decisions are communicated to staff and line functions of the agency team. Both mini- and comprehensive project assignments will provide a foundation for immersion and the development of skills needed to translate conceptual ideas to actionable marketing communication strategies.

Individual scores for the project will be assigned according to the instructor's assessment of the team's final work product, as outlined in project rubrics. Written feedback will also be requested from team members to provide further input to the individual score.

### *Quizzes*

Quizzes are intended to be short-form, low-stakes assessments that gauge the student's knowledge and understanding of topics examined in class. The assessment content covers topics addressed in class discussion, main ideas covered in the textbook or lecture, and concepts illustrated via class "clinicals," in-class exercises, or by way of individual homework assignments. Quizzes also build from knowledge that students are expected to have acquired from course prerequisites, such as ADV3008 and MAR3023.

Quizzes will be administered via CANVAS on a biweekly schedule, and contain approximately 5 questions. The "open date" for quiz assessments happen during the class week and will remain open for a 72-hour period until the quiz redacts. Students must take the quiz within the designated 72-hour open period to avoid forfeiting the quiz opportunity. Students are allowed only one attempt per Canvas quiz. Each quiz is timed for 12 minutes and will automatically close at the end of 12 minutes.

Information tested is cumulative up to the quiz date, so students can best prepare for the quizzes by attending class, being an active participant in class discussions, and seeking regular opportunity to “translate” what is introduced during class time to “real world” examples outside of class.

### *Exams*

Exams will be held in class during the regularly scheduled class period. Exams are long-form assessments designed to check a student’s comprehensive understanding of ideas and the integration of discrete concepts explored in class over several weeks of review. Exams will give focus to content presented in the textbook, class discussions, collaborative assignments, and in-class exercises up to the exam date.

### *Project Reports/Presentations*

Groups will be asked to deliver formal and informal presentations of its work throughout the semester as a formality to the reporting process. This is consistent with expectations of the industry and allows students the chance to receive mentoring and feedback on presentation style. Individual scores for the team presentation will be assigned according overall team presentation quality and clarity of information delivered in context with the strategy assignment. A rubric will be provided for each project to clarify the instructor’s expectations.

## **Course Administrative Policies**

### *Academic Honesty*

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. Since dishonesty harms the individual, other students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. 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.”

## *Attendance*

Attendance will be taken at random throughout the semester. The instructor will aspire toward taking attendance at least one class period each week, either by calling class roll or via acknowledgement of one's presence during class meetings. As it is the expectation that students will make a habit to be in class, no advance notification will be given about when attendance will be taken.

Each student is allowed two "free" missed classes without penalty to the final attendance point total. Habitual and routine unexcused absences over two missed classes will result in a loss of one attendance point per absence and may directly affect the student's grade. This does not apply, however, to excused absences. See the section below for an understanding about the instructor's policy for excused absences and personal emergencies.

## *Class Format and Protocol*

Class periods are meant to be interactive. I aspire for students to gain confidence enough to make their points with professionalism and conviction, yet to not be so thoroughly entrenched in "right-fighting" that they are not willing to be coached on alternative approaches to thinking through the problem-solving process.

For the two-period lecture block, the class will have a short break about halfway through the discussion. Attendance, if taken, will generally occur in the second half of class.

Lecture slides are supplemental to the textbook, and are provided to minimize the need for rote dictation of the lecture points. Occasionally, class will dictate that students use technology in class as a tool to train on issues associated with the course. On these days, the use of laptops, tablets, or other data-access devices is welcome. The use of technology otherwise is discouraged.

### *Contacting the Instructor*

As the instructor, I am committed to helping you growing as a future professional and will make myself available for individual or group consultation as necessary to do so. At the top of this document, please note the various ways you may use to contact me – by phone, answering machine, email, via Skype at <adprofmorton>. In the case of Skype, you are asked to send an email to set up a Skype meeting appointment in advance of the time you want to interface; then, forward a Skype request to my address.

Written correspondence through Canvas mail are the most efficient means for contacting the instructor. I will make every effort to reply to your email within 36 hours of you sending it. Please note that this time period excludes weekends, holidays, or University-recognized breaks. If you have sent an email message that is still awaiting a reply after 36 hours, please re-send the message. You may also verbally alert me during class time or call/come by during office hours.

### *Make up Policy*

Students should inform the instructor of any extenuating circumstance that could disrupt the scheduled assignment due dates, quizzes, or exams beforehand whenever possible so that arrangements for a make-up exam can be made in a timely and expeditious manner. Under circumstances where the student misses a quiz or exam due to unanticipated reasons, students will have 3 business days (i.e., 72 weekday hours) to inform the instructor and to negotiate a make-up opportunity. In either case, valid documentation supporting the reason for the absence is required.

One make-up quiz will be offered at the end of the semester for students who miss a CANVAS short quiz opportunity due to legitimately documented reasons (i.e., illness, university-related scheduling conflicts, etc.).

### *Personal Emergencies/ Excused Absences*

It is the student's responsibility to advise me of any personal emergency that could affect his/her attendance and/or participation in the course. In the case of personal emergency or extenuating circumstance that results in you missing class over an extended period, please notify me as soon as possible via e-mail at the earliest opportunity. The student will be responsible for following up on any missed class discussion, notes, handouts, and/or announcements made in his or her absence.

Dr. Morton  
[cmorton@ufl.edu](mailto:cmorton@ufl.edu)  
Phone: 392-8841  
Skype: adprofmorton

Office hours: M/P2-3; T/P6-7;  
R/2-4; & by appointment

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 to provide the instructor with appropriate documentation from the sponsoring organization BEFORE the absence.

### *Format for written assignments*

We will adhere to a business memo style format for submitting brand strategy reports. The American Psychological Association (APA) style should be used to cite references within the document, as well as in the reference list at the end of the document. All assignments should be submitted via Canvas as a .doc or docx file. In keeping with this format, single-space lines and appropriate section headers should be used to guide the reader through the sections of the brand document. Graphs, tables, or exhibits should be displayed in an Appendix to the document with numerical reference made in the context of the document.

Please consult the instructor for further clarification on written submissions as needed.

Draft

## Course Schedule

Assigned readings and/or out-of-class assignments prior to the lecture date are meant to lay the foundation for a more robust exchange of ideas during the class meeting time. Student preparedness is essential to the success of this goal because it enriches the individual's quality of inquiry about the subject matter. As such, the instructor recommends that students complete the review of assigned materials BEFORE the class meeting in which the topic will be reviewed.

The course outline is presented to you at the onset of the semester lays out broad topics and the order of progression that will guide us. The instructor will advise the class in advance should there be any the need for timeline adjustment.

Included on the schedule are dates for exams, online quizzes, and collaborate project due dates. Please review the schedule carefully and plan accordingly.

Wk/Day	Class Discussion Topic	Read:	Activity:
January			
Week 1 (w/o 1/8)			
M1	Course Introduction/Syllabus Review	Chapter 1	What Is Strategy?
W1	The Strategy Brief		Mini-group assignment1: creative audit
Week 2 (w/o 1/15)			
M2	MLK HOLIDAY (no class)		No class meeting

W2	Strategy starts with a problem recognized		
Week 3 (w/o 1/22)			
M3	The Brand Planning: signs vs symptoms Interrogating the brand situation	Chapter 2	Mini-group assignment 1 reports
W3	Interrogating the brand situation		Canvas short quiz 1
Week 4 (w/o 1/29)			
M4	Interrogating the situation through secondary resources	Chapter 3	
W4	Interrogating the situation through secondary resources		In class exercise: Situation analysis diagnostics
February			
Week 5 (w/o 2/5)			
M5	Secondary Resources: MRI+ & AdSpender		Mini group assignment 2: Situation analysis

W5	MRI+		Canvas short quiz 2
Week 6 (w/o 2/12)			
M6	Assessing the situation Strengths, Weaknesses, Opportunities, & Threats (S/W/O/T)	Chapter 4	In class exercise: P& O analysis diagnostic
W6	From opportunities to marketing objectives		
Week 7 (w/o 2/19)			
M7			Mini-group reports 2: Business Analysis, S/W/O/T, & marketing opportunity
W7	Push vs. Pull promotion strategy		Canvas short quiz 3
Week 8 (w/o 2/26)			
M8	EXAM	Chapters 1, 2, 3, 4	Exam 1
W8	No Class Meeting		

<b>Week 9</b> (w/o 3/5) <b>SPRING BREAK WEEK!</b> <b>No class meetings</b>			
<b>March</b>			
<b>Week 10</b> (w/o 3/12)			
M10	Considerations for the Marketing Strategy Pricing & Distribution Strategy The Product Life Cycle	Chapters 5	Mini-group assignment 3: Auditing the brand proposition from the ad
W10	Identifying Target Markets, Target Market Profiles Consumer Behavior, Adopter Categories &	Chapter 8	
<b>Week 11</b> (w/o 3/19)			
M11	Brand Strategy & Brand Propositions Communication Objectives & the Product Life Cycle		Mini-group assignment 3 report
W11	Consumer Behavior & Evoking Desired Response		Canvas short quiz 4
<b>Week 12</b> (w/o 3/26)			
M12	Desired consumer outcomes		Mini-group assignment 4

	Communication Tactics		
W12	Comprehensive Project Clinical		Team strategy assignment issued
April			
Week 13 (w/o 4/2)			
M13	Strategic Use of Media in Message Delivery	Chapter 9	
W13	Project Clinical		Mini-group assignment 4 reports  Canvas short quiz 5
Week 14 (w/o 4/9)			
M14	Planning for measurement and evaluation	Chapter 10	
W14	Back to the strategy brief	Chapter 11	
Week 15 (w/o 4/16)			
M15	Exam 2	Chapters 5, 8, 9, 10, 11	Exam 2
W15	Back to the strategy brief		
Week 16			

Dr. Morton  
[cmorton@ufl.edu](mailto:cmorton@ufl.edu)  
Phone: 392-8841  
Skype: adprofmorton

Office hours: M/P2-3; T/P6-7;  
R/2-4; & by appointment

(w/o 4/23)			
M16	Team Presentation Day		Comprehensive strategy team reports
W16	No class meeting		Final Team Projects Canvas Make-up Quiz (comprehensive)

Draft