

# Welcome to Advertising Research!

ADV3500 (Sec 5082), Spring 2018

Time: Monday 9:35 - 11:30 am

Wednesday 9:35 - 10:25 am

Location: Weimer Hall 1076

Instructor: Ms. Casey McDonald

Contact: [MissCMcD@ufl.edu](mailto:MissCMcD@ufl.edu)

G044 Weimer Hall

Office Hours: Tues 1:30 – 3:30 pm Wed 10:25 – 11:30 am

- By appointment, always confirm in advance



## Course Description

This course will acquaint students with research methods used in the advertising and marketing fields. ADV 3500 will provide information for solving problems in the decision-making process of media, creative, and management. Students will learn the basic fundamentals of primary and secondary research this semester.

## Course Learning Objectives

- Understand various types of research methods and tools, how they are used, and when to effectively use them in advertising and marketing.
- Know what electronic research resources are available, where to access them, and how to utilize these secondary research tools and information, including valuable discipline reserves on and off campus.
- Gain hands-on experience in the creation and execution of various research techniques, such as in-depth interview, observation, and survey research.
- Engage with other students and learn to work as a team through a group project scenario.
- Further develop professional writing skills and prepare you to succeed in future advertising endeavors, including the participation in the capstone course in your sequence: Campaigns.
- Improve logical argument building with the use of data from professional reporting sources.

By the end of this course students are expected to feel confident in their ability to gather secondary information, develop and conduct primary research, read and understand findings, and feel confident that campaigns derived from those findings would be supported logically and effectively by the power of detailed and diligent research.

## Recommended Course Text

Jugenheimer, Donald W., Larry D. Kelley, Jerry Hudson and Samuel D. Bradley (2014), Advertising and Public Relations Research (2nd ed.), New York: M.E. Sharpe.

## Materials and Supplies Fees

There are no additional fees required for this course. However, some investment might be necessary to produce a bound portfolio piece as a final report.

## Prerequisites

The prerequisites for ADV 3500 are 3JM ADV; STA 2023; minimum grades of C in ADV 3008, MAR 3023 and MMC 2100.

## Class and Assignment Schedule (Subject to change)

Day	Date	Topic	Optional Reading	Assignments Due
Mon	1/08	Introduction to Course		
Wed	1/10	Introduction to Advertising Research	Ch 1	A#1 (Online Survey)
Mon	1/15	<b>No Class</b> - Holiday	-	-
Wed	1/17	Advertising Research - Terms	Ch 2 - 3	
Mon	1/22	Concerns & Reasoning Team Formation	Ch 3 - 4	A#2 (Coke Papers)
Wed	1/24	Secondary Research – Industry	Ch 5	
Mon	1/29	Secondary Research – Clients & Consumers	Ch 6 – 8 (Skim) & “Dynamic” PDF	A#3 (CVS Report)
Wed	1/31	Test 1 Review & Catch up	“Edelman” PDF	
Mon	2/5	<b>Test 1</b> (Ch1-Ch 8) Tools for SA		
Wed	2/7	Primary Research: Qualitative, Writing for Research & APA	Ch 9 “A Science is Born” PDF	
Mon	2/12	Focus Group & In-Depth Interview	Ch 10 & 12	** Situation Analysis
Wed	2/14	<b>No Class</b> /Conduct In-Depth Interview	-	-
Mon	2/19	Content Analysis & Ethnography	Ch 11 & 13	A#4 (Interview)
Wed	2/21	Qualitative Data Analysis Handling qualitative findings	Ch 14 & 15	
Mon	2/26	Test 2 Review Group work on Qual. Research Proposal		A#5 (Ethno/Observation)
Wed	2/28	<b>Test 2</b> (Ch9-Ch 15)	-	A#6 (Course Feedback)
Mon	3/5	<b>No Class</b> - Spring Break	-	-
Wed	3/7	<b>No Class</b> - Spring Break	-	-
Mon	3/12	Primary Quantitative Research	“Dataclism” PDF	** Qual. Proposal
Wed	3/14	Survey Research	Ch 16 - 19	
Mon	3/19	Experiment Research	Ch 24 & 25	A#7 (Survey Study)
Wed	3/21	Qualtrics / Survey & Experiment building		
Mon	3/26	Qualtrics Survey Analysis & Intro to SPSS		A#8 (Reverse Engineer ad)
Wed	3/28	Test 3 Review Game		
Mon	4/2	<b>Test 3</b> (Ch 16-19, Ch 24 & 25)		
Wed	4/4	Data Analysis & Descriptive Statistics		** Quant. Proposal
Mon	4/9	Intro to SPSS – Cleaning Data, T-Test, Inferential Statistics, ANOVA, Correlation	-	-
Wed	4/11	Group meetings with Instructor		A#9 (SPSS)
Mon	4/16	<b>No Class</b> - Work on final		
Wed	4/18	<b>No Class</b> - Work on final		
Mon	4/23	<b>No Class</b> - Work on final		
Wed	4/25	<b>No Class</b> - Work on final		
Mon	4/30	Group Presentations		A#10 (Group Evaluation)
Wed	5/2	Group Presentations		** Final Project Report

**\*\* Indicates the assignment is a group effort contributing to the final project.**

## Rubrics

Expectations for each assignment will be individually disseminated both verbally in class and outlined on Canvas. Students are tasked with asking for clarification if needed. The nature of this class will require first attempts at research activities and questions are anticipated. Therefore, it is highly recommended that students read the rubric as soon after the assignment is assigned as possible and feel confident about expectations *before attempting to complete the assignment*. Questions about assignments or expectations should be promptly addressed to the instructor within a reasonable amount of time before the due date for an opportunity to rectify any confusion.

**Special Note:** I have a pet peeve that should be avoided on any and every written paper assignment due in this course. Academic writing is unique from other forms of writing previously practiced by most undergraduate students. This includes the appropriate use of the word “that”. *For any unnecessary use of the word “that” after the third instance within one assignment, the score given will not exceed 70%.* In other words, 30% of the grade will be removed for any more than 3 uses of the word “that” which is unnecessary. Adhering to this standard will quickly improve your writing. I will not make exceptions.

Good Use of ‘that’: Jordan thought *that* adverb complicated the sentence.

Bad Use of ‘that’: Some people think ~~that~~-adding adverbs improves the flow of the sentence.

## Assignment Submission & Test Distribution

Tests will be distributed in-class along with a scantron sheet. The student’s name should appear on both (bubbles and written respectively). Failure to do so may result in a delay in receiving a final grade.

Assignments should ALWAYS be handed in both as a physical printed copy **and** electronically. Always include your name and unless otherwise specified, standard formatting should be used (12pt font, 1 inch margins, Times New Roman, and use APA style citations). Anything missing may result in points off of the assignment. This standard does not apply to the final project.

- *Electronic Submission:* Upload to Canvas assignment before the beginning of class on the day the assignment is due. Late or emailed submissions may result in a delay in receiving a final grade.
- *Printed Submission:* Should be stapled in the upper left hand corner with the student’s full name in the upper right hand corner. Failure to do so may result in a delay in receiving a grade.

Proposals and Final Project should be uploaded by **ONE** group member to Canvas and only **ONE** printed copy should be handed in on behalf of the group. All group member names should appear on the front page. Proposals should follow the style guide of a normal assignment except for the typeface. The final project is not restricted to assignment-style formatting. More details will be given regarding expectations in class. You are responsible for getting the details of the assignment- ask if you need clarification.

## Evaluation of Grades

	Points	Percent of Grade
Assignments *10	200	20%
Large Assignments *5	150	
Simple Assignments *5	50	
Group Projects *3	150	15%
Exam 1	100	10%
Exam 2	100	10%
Exam 3	100	10%
Final Project	300	30%
Attendance	50	5%
TOTAL	1000	100%

Subject to change in accordance with adjustments made throughout the semester and extra credit.

## Class Attendance and Make-Up Policy

Class attendance is important to understanding the material and will be accounted for on behalf of your group members. I expect you will not only attend, but also participate in each class period. You are allowed 3 absences for 100% credit- excused or unexcused, no questions asked. After that, you are allowed 2 excused absences for 70% participation credit. If you are late (come in after roll has been called), you are expected to report via email to the professor as a backup immediately following class. You are responsible for reporting and keeping track of being counted. You may request a report of your absence up until the final presentation day. After this, no more excuses will be accepted. Because of the complication of keeping these in check, please don't expect unexcused absences to be counted and forgiven until the week before final presentations.

Requirements for class attendance, make-up exams, assignments, and other work in this course are, of course, consistent with university policies that can be found at the following link: [catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). Accommodating the circumstances denoted within, failure to notify the instructor within an appropriate amount of time about outstanding issues will be accepted up to 3 days after the due date with a doc to the final grade of the assignment or make-up exam. No more make-up or extra credit will be awarded after the final report is due and presentations are complete (May 2, End of Class).

### Grading Policy

Score	Percent	Grade	Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.0
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

More information on grades and grading policies is here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Academic Resources

- *Communications Librarian*, April Hines. 1060P Weimer, (352)273-2266, [aprhone@uflib.ufl.edu](mailto:aprhone@uflib.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/>

### Class Demeanor Policy

This class will be including seminar-style discussions and heavy group interaction. In all cases, professionalism should be the prevailing tone even when conversations are outwardly casual. Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum.

The use of computers for non-class related activities, cell phones, and distracting eating is prohibited.

### **Student Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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.

### **Counseling and Wellness Center**

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

### **University Honesty Policy**

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of 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 or TAs in this class.

### **Course Evaluation**

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>

### **Extra/Makeup Credit Policy**

Good research is highly dependent upon the researcher’s willingness to be extremely thorough to qualify every aspect of their work. A researcher who cuts corners or allows for even small errors will produce sub-par work, result in “insignificant” outcomes, and a lot of wasted time and energy. However, work that is done with heart and attentiveness should be rewarded. Therefore, throughout this course, various opportunities for extra credit will be available for *1-10 point(s) each*. Plenty of opportunities will pop-up throughout the semester but these opportunities include, but are not limited to, the following as outlined:

Pop-Quiz Points: Questions will be embedded into the weekly lectures about material being covered either from the discussion or the required reading that day. Pop-Quiz Extra Credit Points CANNOT be made up- you must be present when the question is delivered so don’t miss the opportunity!

Volunteering for Studies: Students have a unique opportunity to earn back credit for volunteering to help with studies being run by the university. These may be available through SONA or other methods. If such an opportunity arises throughout the semester, the instructor will announce the opportunity with a link on Canvas. Such opportunities are rare and don’t last for very long. So keep an eye out for these points-once they expire, they can’t be made up for later.

Due-Diligence Points: The other opportunity for extra credit will reflect going above and beyond the course expectations. Each of these points can be awarded only once each and must be documented. The student bears the responsibility to ensure the point is documented by the instructor at the time the work is completed (by either turning in a specified paper or the instructor writing your name down).

- Bring a stapler to class loaded with more than 20 staples by Jan 22<sup>nd</sup>.
- Visit the instructor during office hours to ask a question about course work or class discussion. The question should be relevant and meaningful or credit will not be awarded.
- Produce a relevant professional or peer-reviewed journal article to class to use an example to support the in-class discussion. In one written (printed) paragraph, explain what the article is about, why it is interesting to you, and then how it is relevant to the course discussion.
- At the end of the term you will have an opportunity to write a letter to the next group of students to take this course. Write a short paper outlining at least 3 things you have learned. This should show growth in your writing style and thorough understanding of the course material and its applications.
- At the end of the term, each group will anonymously recommend one member as the star of the team to receive an extra credit point for their contribution. Only one member can receive this extra credit point unless it falls under the criteria outlined in #5:
- Present a strong case. This option is a little more open to interpretation. If you feel as though you have gone above and beyond on an assignment and feel you deserve an extra-credit point, write 1 page (double spaced) argument about what you did to receive it and why the action deserves extra credit. Be clear, professional, and use data to back up your logic. A printed copy of this page should be handed in physically to the instructor anytime before the final presentations are made. Members of a group may also do this on *one* student's behalf.

**An emphasis on “Due Diligence” implies the value of this course is somewhat dependent upon what you as a student are willing to put in to it. Any questions, comments, or concerns about this syllabus should be addressed to the instructor within a reasonable amount of time of beginning this course. Otherwise, the expectations outlined above are assumed reasonable, final, and agreed upon by you, the student.**