

CLIENTS: Nintendo, Tingomo



NOTICE

Students requesting special classroom accommodation(s) must first register with the Dean of Students Office. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting the accommodation(s).

ABOUT ADV4800 ADVERTISING CAMPAIGNS

ADV4800 is the capstone course of the Advertising Program at the University of Florida College of Journalism and Communications; it's about strategic advertising planning; it's the culmination of what is taught in the research, strategies, copy and design, media planning, promotion and public relations courses taken prior to ADV4800.

Theoretically, this course is intended to simulate actual campaign development and function as a three-month advertising agency, and in practice, this course is designed to accelerate the ideation reputation of the individuals in the class as well as the College of Journalism and Communications to outsider recruiters and people in positions of power to give jobs to Gators. The work will focus on areas of strength of the students and getting as real as possible in our objectives, executions, and professional outcomes. Our "agency" will work collaboratively, will be flexible in roles, will encourages expertise and entrepreneurialism. Structure will initially be based off of the instructor's industry experience, but will teams of five-to-seven students prepare advertising campaign plans for a client that is selected by the instructor.

Client selection is discussed in another section; it will be real. Real-world clients seem to give students more realistic, challenging and rewarding experiences, but, there are benefits with case-studies also.

YOUR INSTRUCTOR

Bienvenido Torres III, Creative Director/Lecturer (decidedly NOT a Ph.D.)

COURSE GOALS & OBJECTIVES

The purpose of this course is to provide students with hands-on opportunity to develop advertising campaigns for a client. The learning objectives of the course are:

CLIENTS: Nintendo, Tingomo

- 1) To further develop the skills used in creating advertising and marketing communications, focusing on: research, strategies, copy and design, media selection, sales promotion and public relations.
- 2) To encourage students to apply the terminology, techniques and procedures used in the business of marketing communications and advertising.
- 3) To provide students with an actual advertising problems, and to guide them through the development of a campaign plan and proposal "client pitch" presentation.
- 4) To spark entrepreneurialism, creative problem solving, and lateral thinking
- 5) Honor the "spirit of the class"

OFFICE HOURS

Office: 2058 Weimer Hall

Hours/Days: TBD (will discuss in first week)

Email: btorres@jou.ufl.edu

For special arrangements or for a time certain contact by email.

Class Standing/Level: Senior - If you are not a senior, please inform the instructor.

REQUIREMENTS FOR THE COURSE

The course has been designed to provide the students with concepts and experiences needed to meet the previously-stated objectives and to measure the amount of success toward reaching the objectives. To successfully pass the ADV4800 course, we must collectively succeed as an Agency. Individual grading will be discussed below, but the class is largely structured as a real-life agency would be judged. By internal "HumanKind" scale judgement of ideas, by subjective internal perception of your work by the instructor and your coworkers,

Refer to the GRADING POLICY section to see specific graded breakdowns.

INDIVIDUAL EXPECTATIONS

Attend all class and team meetings, and be on time (like a real professional job). Like a real job, students will be asked to manage their own time and "paid time off." PTO is a way to

CLIENTS: Nintendo, Tingomo

"bookkeep" for time and keep people honest - and students will be expected - above all - to "get the work done" however it may be outlined.

Personally account and keep track of the expected 9 hours a week of work for the class (3 hours of in class time, 6 hours outside of class)

Check/read/engage in email and class-decided communications methods on a daily basis

Within the first two weeks identify areas of interest, expertise, and growth in terms of specific agency positions to be outlined at the beginning of the class. Then to deliberately work on learning/growing into those positions for the semester. If a position shift is requested/desired after the first two weeks, the student must do an "even swap" with someone else.

Submitted an analysis of their time during their last semester in a TBD format. Essentially letting team/agency know when they should expect to be "stressed" or "overwhelmed" over the course of the semester.

TBD: Sign something that indicates awareness/commitment to the class. Spirit of the agency will be the rule here.

Rotate "note-taking" duties for every meeting, both class and outside class. Format TBD

Make all best efforts to attend, in person, all CRs (Creative Reviews). If attendance cannot work in person, expectations are to either call in (and figure out the best way to do that) or as a "last straw" make-up for missing these vital meetings.

Make good faith at problem solving personal conflicts within group. Notify instructor if groups are at an "impasse," and understand the implications of this. Notify instructor of perceived "lagging" that's unexpected from self or teammate ASAP. Peer-Group Evaluation Form

AGENCY EXPECTATIONS

- Create agency "heat map" that indicates times/periods where we'll be light on staffing
- Establish check-in schedule with all relevant mentors, creative directors, and clients
- Set agency goals re: attention/reputations of CJC
- Complete final "creds deck" for Campaigns class
- Complete public-facing portfolio for all work (TBD - potentially advnt)

CLIENTS: Nintendo, Tingomo

- Attend pre-CR meeting check-ins and as many CRs as possible for direct client and mentorship exposure
- Establish project management/scheduling/communication habits for working college millennials

TEXT(S)

No specific text is required for this class. Material may be assigned from textbooks and placed on reserve in the library or given to students in the form of handouts. Also, you will probably find notes and materials from your previous advertising classes helpful. Two very good reference texts for this course are Advertising Campaign Strategy, 4/e and Strategic Advertising Campaigns, 4/e.

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CLASS ORGANIZATION

The client's advertising campaign plans are developed using an agency-team approach. Students will embrace two-three roles and work in teams as needed depending on the client and class size. Students are allowed to select their own colleagues with some guidance from the instructor, or the instructor may assemble the teams if necessary. No perfect-selection system has been discovered; however, the best method, from past experience, seems to be the student-selects approach to team building.

We live and die as an agency - the entire class will be rated predominantly on the entire body of work done by the class - individual differences may occur on a case by case basis.

Roles needed to be filled include (but aren't limited to):

- Account Planning (Campaign Strategy)
- Media Planning (Media Strategy and Recommended Implementation)
- Creative/Copywriting
- Creative/Art Direction
- Sales Promotion, Public Relations
- Client/Management/Marketing/ This is the Account Executive/Mr. PChu
- Technologist/Social Media Strategist
- Producer/Project Manager
- Researcher/Distiller
- Proofer

CLIENTS: Nintendo, Tingomo

- Deck Mascot (someone particularly good at Keynote/InDesign and the “final checker” for decks)
- Team Mom/Dad Culture Czar/Benny Handler
 - They’re focused on optimizing processes for the class itself in future iterations.
- HR/Recruiter/Talent
 - If outside help is needed and/or roles are questioned within the agency
- Account Person (Comms)
 - Timelines
- Account Person (Ops)
- Media person/expert (focus on new media, innovation, pushing the ball forward)
 - If you’re our media person your goal is to spend as little as possible for the biggest provable ROI
- CJC PR/Student Awards Person (who can get us attention for doing this)

One (or two) team members should be responsible for each of the above areas; however, all members on the team should be involved in each area at least to some degree. The person who has been given the specific role for the section should direct the development of the material, edit or re-write a good proportion of the work and be responsible for presentation of that work.

Having someone on the team with art proficiency is most helpful; however, teams are permitted to purchase finished art. The team should develop the visual concepts and rough layouts, but the finished or comprehensive artwork may be done by someone outside the team.

The class will have a collective record of each person on each team and their local contact information. This will assist in disseminating information to teams when there is a short-notice situation.

All employees will meet with the instructor twice per week during regular class time, and at least once outside of the classroom. The team meetings serve to involve the instructor in the development of the campaign plans. The instructor will be an integral part of the team and serves as the agency/creative director. It is appropriate for the instructor to offer suggestions, correct errors of fact or grammar, assist in developing strategies for solving any problems that are presented, or check the teams' progress on a task or exercise. An assistant agency director may be employed by the instructor; these assistant directors will help coordinate team efforts and report to the director.

CLIENTS: Nintendo, Tingomo

THE CLIENT

All clients will be “real,” and all work should be submitted/executed with professional, real world expectations in mind.

Work from real clients requires more time to secure, and it requires more effort to effectively deal with a client that has a real advertising problem compared to a case study that has been created for simulation.

Whenever a real client is used in this class, the following protocol is used to match the client to the student teams; it is helpful for determining what the expectations and limits of the project will be:

- 1) The client is matched to the school and class by contacting those business or other organizations that appear to be large enough to provide a sizable marketing and advertising communications problem and small enough so as not to overpower the course.
- 2) An assignment that is large enough to allow the teams real choices in the selection of media (including social/self-serve media) and perhaps even in geographic segmentation. While real budget will be limited, any agency worth its salt can try to achieve high ROI. That’s what we will do - we will not let budget limit our possibilities. From a geographical standpoint, client work will focus on the Gainesville/UF geography at first. This is to inspire real world and drive real change among college audiences for our clients.
- 3) A fee is usually paid to the school by the client for the assignment. This is helpful to defray some of the costs for conducting the course and other school expenses. Without said fee, students will be asked to “make up” for lost revenue with non-monetary attention/buzz/etc.
- 4) The client/mentors will engage the class sometime during the first three weeks of the semester (or as soon as possible) in order to present the official assignment to the class and to answer questions. During this visit, each student team should be prepared to ask questions about the product or service to be advertised. The client should provide the class with information about the product or service before the meeting; however, students will need to prepare themselves by conducting additional secondary research.

CLIENTS: Nintendo, Tingomo

5) The client/mentors should be available to answer questions throughout the term. Teams should be required either to select one member to initiate all team/client contact or all questions should be presented to the instructor who will make the contact. Regardless of the method that is chosen, contact should be limited to once or twice a week in order to minimize interruption of the client's normal business activity.

6) In some cases, visits to the client's business may be helpful. If teams would benefit from seeing the manufacturing process, the service, or any aspect of the business assigned, then the instructor may arrange a group trip. Some products or services cannot be portrayed clearly without some observation by those preparing the advertisements. Amusement parks or housing developments are good examples of the need for on-site visits.

7) The client/mentors should be prepared for at least one more visit to the class. Although it may be helpful for the client to return midway through the course to evaluate progress or answer questions, it is essential that the client return at the end of the course to view the students' final presentations. Although each team will present the client with an advertising plans book, the campaign cannot be clearly understood by the client without a verbal-and-visual presentation. This also gives the client an opportunity to ask questions and to question rationale.

CLASS/ASSIGNMENT/TIMELINE/STRUCTURE

1/7: Project Management/Team Hunches (schedule setting)

1/14: Improv/Brainstorm/Ideas (no teams yet)

1/21: Teams, Assignments, Weekly status/goals

1/28: Creative development/hunches, research

2/4: CR1 development

2/11: CR1 Presentation

2/18: Integration - Pick parts to execute versus idea slides

2/25: Spring Break decisions (working over it? How to manage), continued executions

3/11: Executions development

3/18: Storyboard/Mocks Presso (CR2)

3/25: Production begins, experiential must be started by now

APRIL: Groom/bundle/defend whatever we've got

CREATIVE REVIEWS

CR1 Concepts: Recent Alumni/Ad Council (2/11)

CR2 Executions: Benny + Outside Professional (3/18)

CLIENTS: Nintendo, Tingomo

CR3 FINAL/PITCH: Len + Dom (4/22, 4/29)

FINAL DELIVERABLE

No “campaigns book.” A final “creds deck,” (like an agency). Resume bullet points. And advnt portfolio pages?

“PAID TIME OFF”

PTO:

17 hours out of 200

Mid-semester check in:

Frank conversation about how they’ve been responding to the class/structure, and an exit ramp to less pressure-based assignments.

EACH HOUR OF TIME OFF OUTSIDE THE 17 WILL BE DOCKED FROM FINAL GRADE AT 2 POINTS PER NON-PTO HOUR. HOURS UNDECLARED AT LEAST 2 HOURS BEFORE EXPECTED TIME WILL COUNT AGAINST YOUR GRADE AS WELL.

CREATIVE REVIEWS/PRESENTATIONS

Each team will make presentations to the instructor, mentors, and clients as well as a final “creds deck” presentation to the college (TBD).

Presentations are scheduled as stated above (with an awareness that client/mentor schedules may change and workload may adjust schedules accordingly). Each team member needs to participate in the presentation, although, it is not essential that equal time be allocated to each member.

“The idea of the presentation, or more apropos, the sales pitch, is to sell the client on the thoroughness of your research and the strength of your proposed campaign plan.”

Immediately following the client presentation, a question and answer (Q&A) session and critique (or discussion) will be held. These sessions typically last from 10 to 30 minutes. The Q&A is for the benefit of the client to clarify any ambiguities and to discuss rationale. The critique (or discussion) is held for the benefit of the students and should be handled appropriately and maturely. Students will often learn more if a client is candid and supportive.

Members should view their team's individual presentation as an opportunity to present their proposal in a favorable light. This is a time to convince the client that they have the best

CLIENTS: Nintendo, Tingomo

communication solution to their marketing problem. The approach should include a significant amount of rationale to help persuade the client to select your team's proposal. The formal presentation is an excellent opportunity for a team to present its ideas to a captive group of interested, knowledgeable persons who make their livelihood by working for the client's organization.

Because of the importance of presentations in this course and the business world in general, All ADV4800 students must attend all CRs to the best of their abilities.

MATERIALS/EMAILS

There will be a dozens if not hundreds of documents/handouts — forms, guides, assignment packs, etc. — in this course. It is up to the students to determine the best way to handle/store these digital materials and ensure they can be shared amongst all relevant parties in a profesional way. This means paying attention to file names, formats, versioning, and general email cleanliness.

However, there may be new information throughout the semester, particularly in the last few weeks. This process is similar to the many directives that emanate from company management and is an important part of the information flow in this course and the advertising world. You should read all handouts thoroughly, and complete all forms and assignments promptly; they are vital to your success in this course.

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Although the client may determine which team(s) did the best job of solving their advertising problem, the instructor will assign the final course grades. The instructor may take into account the client's judgments; however, the grades should be assigned independently of these findings. Below is the typical ADV4800 course grading policy. The HumanKind scale will be used across all factors below.

- I once had a mentor explain to me that agency/client service life was all about “points.” Businesses and jobs aren’t lost on one failure or success, you must keep track of how you’re doing and up your game accordingly based on results. This class is designed with something similar in mind. You will be graded based on evaluations/results and your ability to articulate/collect/summarize them in May. Each of these categories will be

CLIENTS: Nintendo, Tingomo

worth 20pts of your final grade. You may be able to “trade” point across categories based on your performance and ability to demonstrate exceptional performance in a category worth more than 20 “points.”

Client

- ○ What does the client think of you? Of your work? How have you moved the needle on their business? Can you demonstrate your value to them in work and/or thinking?
- ○ Qualities: Promptness, Anticipation, Communication, Professionalism, Ideas
- ○ Proof: Email Accolades, Business Results, Happy Clients (overall)

Coworker

- ○ How have you worked with your team? What do they think of your performance and work? How have you impacted agency culture? Have you help others?
- ○ Qualities: Collaboration, Communication
- ○ Proof: Peer Evaluations, Conflict resolution, Status Meetings

Creative Director

- ○ Have you “pushed it?” Have you impacted your future/resume through this experience? Have you been entrepreneurial? Have you “managed up?” Have you impressed? How have you taken critique? How have you grown?
- ○ Proof: Subjective Instructor
- ○ What goals have you set for yourself and have you met them?

Self

- Proof: Hours Sheet (TBD), Self Evaluations, Resume

Culture/Energy/Impact

CLIENTS: Nintendo, Tingomo

- ○ How did your ideas do in the real world? What exceptional outcomes can you point out to? Is there a certain thing/project you did that has really “stuck?” What’s your reputation inside and outside the agency? How “iconic” are you? Have you managed to capture to “magic” of intangible qualities that people look to?

- ○ Proof: Individual Assessment, Resume

FINAL GRADE POINT BONUSES (FPO/TBD)

Final grade point bonuses for performance

- 5 pt bonus for actually making a college advocacy program.
- 5 pt bonus for attention/validation from an outside org
- 5 pt bonus for work good enough that it creates a Fall 2018 assignment.
- 10 pt bonus for direct professional outcome.
- 5 pt bonus for something that gets 100,000 views.
- 50 pt bonus for something (anything) that gets 1MM views plus.
- 50 pt bonus for local news coverage or “real” internet culture coverage.

Please note that it is subject to change at the instructor’s discretion.

Minus grades will not be used. A “C” grade or better is required to pass the course.

GRADING SCALE

A
92-100
C+
77-81
D+
67-71
B+
87-91
C
72-76
D
60-66
B
82-86
E
0-60

Attendance is noted; one-half of a letter grade will be deducted for missing a team meeting or a class lecture (e.g. an “A” becomes “B+”). Emergencies must be approved by the instructor. Excuses for school related business will be accepted only with prior approval. One full letter

CLIENTS: Nintendo, Tingomo

grade will be deducted if the rough draft of the book or the final books is not turned in by the scheduled date (e.g. an "A" becomes "B").

Assessment

Due to a new UF and state policy all students' competency in the field shall be assessed. Be prepared to take a test over the key components of an advertising plan sometime during the semester. You must pass the test.

POLICY FOR REMOVING A NON-PRODUCTIVE TEAM MEMBER

Due to the current size of the campaigns' classes, and similar policies in other campaigns' classes, a member on any team may be fired or removed from the team either -
by unanimous vote of the team, OR at the discretion of the instructor

A vote by the team must occur at least one week before the official university course drop date and be reported in writing to the instructor and the affected student. The affected student must then either - find another student group to accept him or her, OR complete the project on their own, OR remove themselves from the course