

# MMC5717: CROSS MEDIA SELLING

Spring 2018

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**INSTRUCTOR BIO:** Bryan Ruiz has over 10 years of professional digital sales and marketing experience across online, mobile, search, social, tablet, console/connected TV and out-of-home. In his professional career, he's worked for The Walt Disney Company and Sony Pictures Entertainment to help drive partnerships and sales against their digital solutions. He has now worked at Google for over 2 years, working with brands for cross media strategies and marketing solutions. Outside of Google, Bryan has launched his own e-commerce solution, ArtzeeDesigns.com. Bryan holds a Master's of Arts in Communication Management from the University of Southern California, a Bachelor's of Science in Advertising with a minor in Business from the University of Florida as well as a Certificate in Finance from London School of Business and Finance.

**CONTACT:** For general questions and comments related to course concepts, assignments, policies and procedures, please post to the General Discussion forum on the course site. For matters more personal in nature (i.e. grades, emergencies), please email me directly.

**OFFICE HOURS:** Virtual (via Facetime/Google Hangout) or phone, by appointment. To schedule, please contact me via email or text message. I will do my utmost best to respond to you within 24 hours.

**COURSE SITE:** In Canvas. To access, go to <http://lss.at.ufl.edu> and log on with your GatorLink account.

**TECHNICAL HELP:** For technical issues with course access or e-learning in Canvas, contact UF Helpdesk at <http://lss.at.ufl.edu/help.shtml> / (352) 392-HELP (4357) / [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)

## **COURSE DESCRIPTION:**

Twenty years ago, media was much simpler. There were traditional outlets like Network TV, standard billboards and radio. Fast-forward to 2017 and we've entered the digital age. Clients now have so many more outlets to utilize their marketing budgets for.

Success is directly tied to meeting the customer's needs. Those needs are changing – marketing decisions are made today on criteria that didn't exist a few years ago. Understanding how to integrate all mediums to create an effective solution is critical.

This course teaches students how to create client-centered solutions across all media platforms.

## **COURSE OBJECTIVES:**

At the end of the class, you should have a solid understanding of cross media selling including the following:

- The overall media marketplace and how they are being positioned to clients
- Types of sales strategies and how to remain ethical in your practice

- How to pitch clients, negotiate media plans and close deals
- A solid foundation of each media outlet, how they're sold and pros and cons to each platform
- A deep understanding of how media outlets work together to create holistic strategies for brands
- Research and measurement by outlet to help brands understand the effectiveness of their media buys

## **COURSE FORMAT & EXPECTATIONS:**

*Cross Media Selling* is a 12-week course that is divided into 12 modules. Each of these modules contains a designated series of lectures, readings and videos that lead into that respective week's discussion topic and assignments.

Throughout the semester, there will be **4 discussion posts, 4 assignments, 1 media planning assessment test, 1 in-market paper and 1 final presentation (PowerPoint & Video)**. All lectures, readings, discussion topics, assignments, reference videos and other instructions are on the course website in [Canvas](#).

You are expected to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students.

### **OWNERSHIP EDUCATION:**

As graduate students, you are not passive participants in this course. All students in the Cross Media Sales program have a background in marketing, advertising, public relations, journalism, or similar fields. 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 have a question as it relates to an assignment or an issue that has 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.

### **REQUIRED TEXTBOOK (AVAILABLE ON AMAZON):**

[The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research & Buying](#) By Helen Katz, Routledge Communication Series, 2016

### **REQUIRED ARTICLES (AVAILABLE FOR DOWNLOAD):** All articles will be available in Canvas for download.

*The Mystique of Super-Salesmanship* By Robert N. McCurry, The Harvard Business Review, 1961

*Dismantling the Sales Machine* By Brent Adamson, The Harvard Business Review, 2013

*Competing on Customer Journeys* By David C. Edelman and Marc Singer, The Harvard Business Review, 2015

*Advertising & Audience - State of the Media*, Nielsen, 2014

*Shifts in Viewing*, Nielsen, 2014

*With Less Fragmentation, Radio Is the Pointed Buy* [Nielsen]

*State of the Media: Audio Today*, Nielsen, 2016

*How to Sell Newspaper Ads* [Powered by About Money]

*How to Sell Magazine Ads* [Powered by About Money]

*Nielsen OAAA Digital Billboard Study* [Nielsen]

*How To Manage a Budget For Media Planning And Buying Strategy*

*Deepening Engagement for Lasting Impact Resources*

*HBR's Best on Saying No to More Work* [Harvard Business Review]

*Saying "No" to an Idea Doesn't Have to Lead to Conflict* [Harvard Business Review]

## **PREREQUISITE KNOWLEDGE & TECHNICAL REQUIREMENTS:**

Students taking this course should have strong writing skills through academic or work experience and have the ability to communicate effectively and creatively.

This course will require you to create video presentations in a digital, shareable format. To successfully complete these course assignments, students will need to have access to, and working knowledge of, the following software and web platforms:

- Microsoft Word, PowerPoint
  - UF students can download Office 365 Pro Plus software for free at <http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/>
- YouTube account to upload and host presentations
- Video recording device
- Computer webcam (desktop or laptop) or digital/cell phone video camera with working microphone built-in.

## **TEACHING PHILOSOPHY:**

As an educator, I consistently strive to improve the range of knowledge of my students and inspire them to want to learn more about the fundamental concepts of sales, marketing and communication industry today. As an experience marketing and advertising professional, I want to introduce real life concepts that I have encountered and encourage critical thinking. My ultimate goal is to have a healthy balance of class lecture and hands-on learning to give a full breadth of what this field of study is all about.

I approach the assessment of my class two different ways. First, students must be able to master the general concepts and terms taught and discussed during the course, which is measured by giving exams throughout the semester. Second, students work on projects that allow them to use real life concepts that apply to the coursework currently being discussed. While my expectations may be high, I offer my time and always make myself available via email since I understand the various schedules of students taking an online course. I also encourage students to submit drafts of projects prior to the due date so I can give feedback and provide guidance to make sure the project is on the right track to a satisfactory grade.

## **COURSE POLICIES:**

You are responsible for knowing and honoring the following Power Presentation course policies:

**ATTENDANCE POLICY:** Because this is an online asynchronously delivered course, 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 throughout the 12-week term to check for course updates in the Announcements and Discussion sections of the site.

**LATE WORK & MAKE-UP POLICY:** Because deadlines are critical to this class, you will be expected to complete all course work on or before the due date. Deadline extensions are only granted for emergencies or extenuating

circumstances and will require preapproval and proper documentation. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions.

Unless a preapproved extension has been granted, work submitted within 24 hours of the due date will automatically receive a penalty deduction of 25%. No work will be accepted 24 hours after the due date.

Technical Issues uploading work is not a valid excuse for late submissions. If you are having technical difficulties with Canvas, you are expected to submit completed work via email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

**EMERGENCY & 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 instructors immediately.

Students are also 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/> .

**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](mailto:trobbert@jou.ufl.edu) .

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**GRADING:**

All assignments will be graded on 100-point scale. Your work in this course will be weighted as follows:

Discussion Posts (4).....	10%
Course Assignments (4).....	20%
In-Market Analysis Paper.....	15%
Media Planning Assessment Test (1) .....	15%
Final Presentation (Slides).....	25%
Final Presentation (Video).....	15%

The final grade will awarded as follows:

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

Current UF policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment Type	Submit to Canvas	Weekly Due Dates
Discussion Posts	Completed Week 1, 4, 6, 9	11:59PM (EST) on Sunday
Course Assignments	Completed Week 2, 3, 5, 8	11:59PM (EST) on Sunday

In-Market Analysis Paper	Completed Before End of Week 7	11:59PM (EST) on Sunday
Media Planning Assessment Test	Completed Before End of Week 9	11:59PM (EST) on Sunday
Final Presentation (Slides & Video)	Completed Before End of Week 11	11:59PM (EST) on Sunday

## **COURSE & ASSIGNMENT DETAILS:**

This section provides an overview of (and respective due dates for) the coursework and assignments that will be used to evaluate your mastery of the course material. Please refer to each individual module on the course site in Canvas for additional details regarding lectures, discussion topics and readings.

**WEEKLY DEADLINES:** This class, like others, involves many deadlines. Here is a reminder.

- Discussion Posts 11:59PM (EST) on Sunday
- Course Assignments 11:59PM (EST) on Sunday
- In-Market Analysis Paper 11:59PM (EST) on Sunday
- Media Planning Assessment Test 11:59PM (EST) on Sunday
- Final Presentation 11:59PM (EST) on Sunday

**WEEKLY COURSE LECTURES:** I will post a lecture video to Canvas each week, as well as two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

**DISCUSSION POSTS (4):** Discussion Posts will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to submit discussion posts throughout the semester.

You will not be able to edit your post once it has been submitted so please take time to review and proofread before you officially send before the outlined deadline.

Discussion Posts are due by 11:59PM (EST) on Sunday of the week outlined above.

Criteria	Excellent	Good	Unsatisfactory
<b>Content (30%)</b>	Post addresses question asked; Appropriate Length; Original Thought; Supporting Details & Examples	Appropriate Length; Ideas developed are minimal; No details or examples given	Post is too short and does not address all questions; Idea not developed; No details or examples given.
<b>Connecting to Course Materials (30%)</b>	Strong connection between the course content and personal reflection, current events, etc. are given	There are some connections between the course content and personal reflection given; Connections are not sufficient or clearly explained	No connections to personal reflection or current events given

<b>Original Insight (20%)</b>	Contribution is thoughtful, analytical and original	Adequate evidence of original thought, but lacks originality	Little to no original insights; Shows little understanding of the questions asked
<b>Mechanics (20%)</b>	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible response	Syntax is clear with relatively minimal grammar, punctuation and spelling errors	Syntax is sometimes garbled and errors in grammar, punctuation and spelling errors disrupt understanding

**COURSE ASSIGNMENTS (4):** Course assignments will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to submit assignments throughout the semester.

There will be a total of 4 assignments including:

- Week 2: *Evaluation of Your Own Sales Experience OR Evaluation of Sales Experience Scenario*
- Week 3: *Building A Strategic Brief to Sell TV & Online Video*
- Week 5: *Pitching Against TV & Print*
- Week 8: *Filling In A Cross-Media Plan*

You will not be able to edit your assignment once it has been submitted so please take time to review and proofread before you officially send before the outlined deadline.

Assignments are due by 11:59PM (EST) on Sunday of the week outlined above.

Criteria	Excellent	Good	Unsatisfactory
<b>Content (30%)</b>	Post addresses question asked; Appropriate Length; Original Thought; Supporting Details & Examples	Appropriate Length; Ideas developed are minimal; No details or examples given	Post is too short and does not address all questions; Idea not developed; No details or examples given.
<b>Connecting to Course Materials (30%)</b>	Strong connection between the course content and personal reflection, current events, etc. are given	There are some connections between the course content and personal reflection given; Connections are not sufficient or clearly explained	No connections to personal reflection or current events given
<b>Original Insight (20%)</b>	Contribution is thoughtful, analytical and original	Adequate evidence of original thought, but lacks originality	Little to no original insights; Shows little understanding of the questions asked
<b>Mechanics (20%)</b>	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible response	Syntax is clear with relatively minimal grammar, punctuation and spelling errors	Syntax is sometimes garbled and errors in grammar, punctuation and spelling errors disrupt understanding

**MEDIA PLANNING ASSESSMENT TEST:** There will be a media planning assessment test Week 10. Students are expected to have read the material to succeed.

This assessment will be timed at 60 minutes and students are expected to fill in the entire document to complete the full media plan.

Grades will be available, along with the correct answers on Monday following the test deadline of Sundays at 11:59PM EST and only one attempt of the test will be possible.

**IN-MARKET ANALYSIS PAPER:** Brands are consistently leaning on multiple media outlets for campaigns. They're typically live on TV, radio, Out-Of-Home, Print and Digital. All of these strategies are connected to grow their business. For this paper, you should explore a brand that is currently marketing across many media outlets. Once you've selected your brand and campaign, the purpose of the paper is to explore the following:

- Research & Select A Brand for the Paper: This can include researching various media outlets and seeing what campaign is currently in market that is of interest. You may also lean on 3<sup>rd</sup> party sources such as AdWeek.com, AdAge.com, etc to understand current marketing campaigns available to discuss.
- Discuss and Describe the Various Media Outlets of the Campaign (What outlets, specific details around the channel, magazine, website, etc.)
  - EXAMPLE: *Coca-Cola has a commercial on Bravo TV, an ad in PEOPLE magazine, an ad on YouTube and audio ads on Pandora*
- Give an educated assumption to their holistic strategy for the campaign
  - EXAMPLE: *Coca-Cola has a national media plan across Network TV, Entertainment Magazines, Online Video and Digital Audio Ads as well as potential posters on buses and on billboards*
- Give specific reasoning behind their decision for each media outlet. This reasoning should be based on your opinion and supported by the course readings, lectures to date as well as any relevant 3<sup>rd</sup> party articles that support your claims. There are no set numbers of resources required to cite, but your argument must be supported.
- Discuss ways you think your selected brand could have had a stronger execution based on your holistic strategy assumptions (Media outlets, creative, etc.)
- **Criteria:**
  - Brand: Regional, National or Global Brand; If a local brand, please check with instructor
  - Length: Paper must be between 1,500-2,000 words

*In-Market Analysis Paper Grading*

Criteria	Excellent	Good	Unsatisfactory
<b>Organization (10%)</b>	Information is organized effectively and presented in a logical way to deliver clear ideas and thought on the topic	Information is organized well but lacks logical order and clear transitions	Information is not organized and planned out well. The paper lacks logical order and clean transitions.
<b>Detailed Responses for Selected Brand (40%)</b>	Strong brand selection with multiple media outlets to discuss; Effectively understand multiple media outlets	Brand selection with few media outlets to discuss; Understands holistic view or media outlets but lacks detailed insight into each	Brand selection with only one or two media outlets to discuss; No detailed insights around each media outlet
<b>Qualitative Analysis (40%)</b>	Provides complete quantitative analysis for all media outlets as well as holistic strategy assumptions for the brand; Detailed information	Simple analysis of each media outlet and weak assumptions to the brand's holistic strategy; Contains information but not detailed enough	Lacks analysis of media outlets and no holistic strategy assumptions for the brand selected; Lacks any details
<b>Mechanics (10%)</b>	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible response	Syntax is clear with relatively minimal grammar, punctuation and spelling errors	Syntax is sometimes garbled and errors in grammar, punctuation and spelling errors disrupt understanding

**FINAL PRESENTATION PROJECT:** With a fundamental understanding of sales strategies as well as all media outlets, utilizing the below scenario, you must create a sales presentation as well as a video of your pitch.

**Scenario:** You're working with a start-up who is about to launch their new fragrance in the United States. The brand is looking for the best way to go to market and get the word out to drive optimal sales. They have asked you to put together a pitch to showcase what media they should be working with and how the plan comprehensively makes sense together. It's also important to note if there are any cons for a media outlet proposed, how are you overcoming it with other media outlets?

- **Criteria:**
  - Presentation Length: More than 8 Slides
  - Video Length: 8-15 Minutes
- **Materials to Record:**
  - Video recording device
  - Computer webcam (desktop or laptop) or digital/cell phone video camera with working microphone built-in. Please utilize resources to video tape that was used in *Presentation Power*

*Final Presentation Project (Presentation)*

Criteria	Excellent	Good	Unsatisfactory
<b>Organization (40%)</b>	Information is organized effectively and presented in a logical way to deliver clear ideas and thought on the topic	Information is organized well but lacks logical order and clear transitions	Information is not organized and planned out well. The paper lacks logical order and clean transitions.
<b>Story (50%)</b>	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to argument	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to support of argument	Fails to demonstrate any relevant, strategic storytelling techniques. Content is not clear or coherent.
<b>Visuals (10%)</b>	Uses appropriate, relevant and thoughtful images to convey purpose/argument. Helped enhance audience engagement	Uses mostly relevant, adequate quality visuals. Images may lack overall consistency and originality, and some visuals may distract from presentation	Consistently poor use of visuals. Most images lack relevancy and/or distract from the presentation

*Final Presentation Project (Video) Please utilize what you learned in MMC5046: Presentation Power*

Criteria	Excellent	Good	Unsatisfactory
<b>Organization (20%)</b>	Information is organized effectively and presented in a logical way to deliver clear ideas and thought on the topic	Information is organized well but lacks logical order and clear transitions	Information is not organized and planned out well. The paper lacks logical order and clean transitions.
<b>Story (40%)</b>	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to argument	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to support of argument	Fails to demonstrate any relevant, strategic storytelling techniques. Content is not clear or coherent.

<b>Delivery (40%)</b>	Demonstrates expert presentation skills across pace/tone/volume, clarity, confidence/poise, gestures, and rapport with audience. Delivery enhances impact of message	Demonstrates strong /adequate presentation skills across many of the measures though not consistently throughout	Demonstrates poor presentation skills across most/all measures. Delivery detracts from the message
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## 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.

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**CLASS DEMEANOR:** 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 in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

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

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

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

- Counseling and Wellness resources
  - <http://www.counseling.ufl.edu/cwc/> 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 contact your program director and/or student support coordinator at [distancesupport@jou.ufl.edu](mailto:distancesupport@jou.ufl.edu) or visit <http://www.distance.ufl.edu/student-complaints> 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. 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 at <http://www.dso.ufl.edu/students.php>

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  
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

# CLASS SCHEDULE: SPRING 2017

Subject to minor changes as the semester progresses. Advance notice will be given.

Week	Topic	Readings
1	<p><b>Class Overview &amp; Expectations</b></p> <p><b>The Marketing &amp; Media Landscape</b> <i>What is Media? Developing Objectives &amp; Strategies</i></p>	The Media Handbook: Chapters 1-3
2	<p><b>The Ins &amp; Outs of Selling</b> <i>Effective Communication &amp; The Power of Influence</i></p>	<p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• The Mystique of Super-Salesmanship</li> <li>• Dismantling the Sales Machine</li> </ul>
3	<p><b>Selling Video (Offline and Online)</b> <i>The Convergence of TV and Online Video</i></p>	<p>The Media Handbook: Pages 53-71</p> <p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• Shifts in Viewing</li> </ul>
4	<p><b>Selling Audio (Offline &amp; Online)</b> <i>Standard Radio to Streaming Digital</i></p> <p><b>Selling Print (Offline &amp; Online)</b> <i>Newspapers, Magazines and Digital Banners</i></p>	<p>The Media Handbook: Pages 71-93</p> <p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• With Less Fragmentation, Radio...</li> <li>• Radio – State of the Media</li> <li>• How to Sell Newspaper Ads</li> <li>• How to Sell Magazine Ads</li> </ul>
5	<p><b>Selling Out-Of-Home (Billboard &amp; Digital)</b> <i>Capture Mass Reach with Key Out-of-Home Strategies</i></p> <p><b>Innovation with Technology &amp; “Big Ideas”</b> <i>New Ideas for Clients</i></p>	<p>The Media Handbook: Pages 94-98</p> <p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• Nielsen OAAA Digital Billboard Study</li> <li>• 10 Best Uses of Virtual Reality in Marketing</li> </ul>
6	<p><b>The Evolution of Media Planning</b></p> <p><b>Defining An Audience &amp; Strategy</b> <i>Who, Where &amp; When</i></p>	<p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• Media Planning Toolkit Communications Planning</li> </ul>
7	<p><b>Evaluating &amp; Selecting Media Vehicles</b> <i>Selecting Media Outlets for Proposals</i></p>	<p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• How To Manage a Budget For Media Planning And Buying Strategy</li> <li>• Radio is more popular in the US than you might expect</li> </ul>
8	<p><b>Calculating A Cross-Media Media Plan &amp; Simulation to Showcase The Power of Specific Mediums</b> <i>Competitive Analysis, How Mediums are Bought &amp; Differ, Budget Strategy</i></p>	The Media Handbook: Chapter 7-8
9	<p><b>Media Planning Presentation</b> <i>How to Tell a Story &amp; Sell Your Media Plan Effectively</i></p>	<p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• 10 Steps For Giving A Convincing Sales Pitch</li> <li>• Making Sales Presentations</li> </ul>
10	<p><b>Testing, Experimenting and Media Planning</b> <i>Test Marketing and Experiments</i></p> <p><b>The Power of Measurement</b> <i>Measuring the Effectiveness of Media Outlets</i></p>	<p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• Deepening Engagement for Lasting Impact Resources</li> <li>• Audience &amp; Measurement Insights GFK</li> </ul>

<p><b>11</b></p>	<p><b>Using A Campaign to Grow Your Relationship</b>  <i>How to Effectively Build a Relationship During Campaigns</i>  <i>Upselling &amp; Reporting</i></p>	<p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• How To Upsell Any Customer</li> </ul>
<p><b>12</b></p>	<p><b>The Art of Saying No</b>  <i>Know when to say yes and when you have the right to say no</i></p> <p><b>Starting Your Next Client Conversation</b></p>	<p>ARTICLES:</p> <ul style="list-style-type: none"> <li>• HBR's Best on Saying No to More Work</li> <li>• Saying "No" to an Idea Doesn't Have to Lead to Conflict</li> <li>• Competing on Customer Journeys</li> </ul>