

**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 ADV4930 ADVANCED**

ADV4930 is a 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 ADV4930.

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 encourage expertise and entrepreneurialism.

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:

- 1) To further develop the skills used in creating advertising and communications. Focusing on: research, strategies, copy and design, creative concepts, (social) media selection, and public relations.
- 2) To provide students with an actual advertising problems, and give them space to guide themselves through the development of a communications plans, pitches, and executions
- 3) To spark entrepreneurship, creative problem solving, and lateral thinking
- 4) Establish and honor the "spirit of the class"
- 5) Set students in the class as thought leaders on creating a nourishing youth-centered agency culture
- 6) Encourage exploration in roles/clients/creativity

**Homework: Two “Case Studies” A Week (Your experience with this class)**

There will be a standing homework assignment of bringing in one advertising thing/action a week. This doesn't mean just submit it. This means think critically about why it worked and be ready to present your findings to the class (format for this will be shown week 1).

DATE	IN CLASS	CASE STUDY	HOMEWORK
1/8	Syllabus + Roles	Role Exploration and self-assessment	Historical assessment: What did we learn from last year. Before drop add week is over. Reflection and aim. Stuck? Why not stuck? NEXT STEP: Nadia sends me that email.
1/10	Improv Training	Work Assessment	The work that was done: Inventory of an/the Agency work, Soups work, 4am work
1/15 - Ty	Brainstorm Training + Ideas + CRs + Insight	Practice CR1	Mapping Agency hiring schedule with our schedule.
1/17 - Ty	CR1+CR2+CR3 Cases	Practice CR2	Taking command of your creative career.
1/22 - Ty	Critique Training	Practice CR3	
1/24 Nadia	CR1+2+3 Presentation Day 1	Revisions	Be the agency we want to become presentation

# Spring 2019 Queer Communications SYLLABUS

INSTRUCTOR: TORRES

1/29 Aaron	Revision Critiques	Kill Babies	
1/31 Aaron	Sprint 1		Name It. Set Goals. Set Team.
2/5			Brainstorm. CR1.
2/7			Execute/Extend. CR23.
2/12 Ty/PM	Sprint 2		Present. Name It. Set Goals. Set Team.
2/14 Domi here.			Brainstorm CR1.
2/19			CR23
2/26 - Nadia/Vane/Mom	Sprint 3		Present. Brief. Goals. Teams
2/28			CR1
3/12			CR23
3/14 - Nadia/Charlie/Tim/Logan	Sprint 4		Present. Brief. Goals. Teams.
3/19			CR1
3/21			CR23
3/26 - CD/Kid (Dayan/Zac)	Sprint 5		Present. Brief. Goals. Teams.
3/28			CR1.
4/2			CR23.
4/4 - CD/PM/Ty	Sprint 6/Finale team starting. Secret Sprint 6: allocating agency resources	STRATEGY SPRINT: Creds Deck. Client pitch decks.	Present. Brief. Goals. Teams.
4/9			FINAL. Set Public-Facing/Case Study Deliverables.
4/11			CR1. (Themeing/coalescing)
4/16 - CD	End of Sprint 6 - everyone on finale		CR2. (What do we need to execute)
4/18			CR3. What are our last minute stretch goals (leaking into interactive ALA Couch Smash Tourney)
4/23	Rough Presentation		CR4. What do we wish we could've done - what do we recommend.
<b>4/25 - READING DAY</b>	Work Feedback into it		

## 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**

To successfully pass the ADV4930 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.

**INDIVIDUAL EXPECTATIONS (END GOALS, YOU FIGURE OUT HOW TO GET THERE AS A GROUP)**

Attend (physically, digitally, or time-shift) 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. Students will be expected - above all - to "get the work done" however it may be outlined. Students will be expected to create collaborative team culture with minimal excuses and a focus on getting the work done and being kind/compassionate with their team mates.

We will work in two-week sprints. Every two weeks groups will set objectives and tell the instructor what he can expect to critique/judge at the end of those two weeks. This means there are 7-8 "sprints" in the class.

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). At any moment during the course the instructor can ask for an hour-check-in which will affect grading.

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 - essentially letting team/agency know when they should expect to be "stressed" or "overwhelmed" over the course of the semester.

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

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.

**AGENCY EXPECTATIONS (NOT IN ORDER OR IMPORTANCE)**

- Understand times/periods where we'll be light on staffing
- Be as productive as possible without "fires" over 16 weeks
- Model a culture that we would want to work for ourselves (as young communicators)
- Establish check-in schedule with all relevant mentors, creative directors, and clients
- Set agency goals re: attention/reputations of CJC
- Complete final "creds deck" and/or final pitch presentation
- Establish project management/scheduling/communication habits for working college millennials
- Be as productive as possible without "fires" over 16 weeks
- Quickly experiment and iterate through less than ideal processes

**TEXT(S)**

No specific text is required for this class.

**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
- 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.

**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) Clients are expected to be “low impact,” meaning students will be responsible for engaging and anticipating their needs proactively. First contact with client will be within the first two weeks of the course, and the class will determine/set the business relationships.

**CLASS/ASSIGNMENT/TIMELINE/STRUCTURE (LOOSE)****First Two Weeks**

Project Management/Team Hunches/Spirit of the Class

Improv/Brainstorm/Ideas (no teams yet)

Teams, Assignments, Weekly status/goals

Creative development/hunches, research

CR1 development

**Second Two Weeks**

Concept > Execution > Extension > Experiment Presentations (rapid prototyping)

Integration - Pick parts to execute versus idea slides

**3rd - 7th Sprints**

Set goals/objectives and team needs at the beginning of each two week period

Post-mortum at the end of each two week period

Concrete presentation/deliverable/execution each sprint

Prepare presentations for clients and/or guest visitors as mentors

**Final Sprint**

Groom/bundle/defend whatever we've got

**CREATIVE REVIEWS**

CR1 Concepts: Recent Alumni/Ad Council

CR2 Executions: Benny + Outside Professional

CR3 FINAL/PITCH

**POTENTIAL DELIVERABLES**

World-class work for clients

A final Creds Deck encompassing all work

Recommendations to agencies on how a “youth-centered” agency culture should work

Resume bullet points

**Mid-semester check in:**

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

**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 professional 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.

--

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 Adv4930 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 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

- 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 the "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.

## Spring 2019 Queer Communications SYLLABUS

INSTRUCTOR: TORRES

- 5 pt bonus for attention/validation from an outside org
- 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 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 social labs' classes, and similar polices in other social labs' 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