

ADV 4930: Advertising Writing

Instructor: Kelly Kelly
Section: 10152
When/Where: Tuesdays 3:00 – 6:00 p.m., periods 8-10, Weimer 3028
Class Dates: First class Aug. 20 and last class is Dec. 3
[UF Fall 2019 Dates and Deadlines](#)
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About

This is an introductory writing course for advertising majors. Each week we explore a different type of ad writing, work on exercises that reinforce styles, grammar and conciseness and then develop body copy and headlines from concept to final draft. We begin by developing the foundation from which ad writing flows – creative strategy and briefs, conceptualizations, the why behind the buy. Once we have that down, we write. And, we don't stop until the end of the semester.

Course Objectives

This course is designed to help you –

- learn how to write tighter copy and headlines that are aligned to strategy and concept
- develop writing techniques to make messages relevant, relatable, easy to retain and digest
- grow in business acumen and the writing skills necessary to communicate clearly, concisely and effectively with stakeholders inside and outside of the advertising industry

Course Structure and Content

The course is a writing workshop. We will meet for three hours on Tuesdays and open with a mini-lecture or alternative introduction to one topic, strategy or technique in copywriting. We segue into collaborative exercises to get our hands wet and our brains thinking about the topic. We discuss and brainstorm, and then turn our attention to the writing assignment of the day. We start with strategy, concepts, and idea development and then present, pitch, and craft copy. Students share concepts, storyboards and final executions with the group for creative reviews and feedback throughout the semester.

Homework is assigned on Tuesdays and is due the following class. This work, which includes some reading, video viewing, critical analysis and writing, provides the foundation and context for the types of ads and copy we focus on during class each Tuesday. Students will access most of the homework material in Canvas or it will be distributed during class.

Grading and Assessments

This is a writing workshop for the advertising majors. So, we write. We learn by doing. All assessments relate to the copy you craft, and the effort you invest in the writing exercises and individual study, aka homework, each week. Additionally, points are awarded for pitching concepts, presenting ideas and participation in creative reviews during class, which means you must be in class for this portion of your grade.

Thus, your grade for this course is a result of your work the following three areas:

Learning journals/individual work	25%
Workshop Writing Assignments	50%
In class: Concept/idea presentations/creative reviews	25%

To elaborate . . .

Learning Journals – 25% of grade

Throughout the semester, you are required to do homework in preparation for our time together on Tuesdays. This work is assigned weekly, at the close of class, and it is due the following class. The assignments may include reading, video viewing, writing exercises and practice, as well as finding, analyzing and critiquing ads and different writing styles. They are designed to support the concepting and writing we do in class, and they form the foundation for our opening discussions on Tuesday. You are required to maintain the weekly assignments in a single learning journal throughout the semester, the organization of which, we will discuss on our first day class. See appendix for grading guidelines/rubrics.

Workshop Writing Assignments – 50% of grade

On Tuesdays, we write. Of course, we discuss, brainstorm, collaborate, strategize, concept, pitch, critique, revise and review, too. But from there, we segue into writing and our assignment of the day. Depending on the module, we may be crafting copy and headlines for print, caption writing for social media, developing scripts for digital platforms, or diving into short-form copy for branded informational, educational, or entertainment content. We will begin these assignments during class, and for some of the modules, finish them in that space of time – on deadline. Some of the longer assignments we will finish at home and bring to class the following Tuesday. See appendix for grading guidelines/rubrics.

Concept/idea presentations/creative reviews – 25% of grade

Before we write on Tuesdays, we strategize and develop concepts for copy. This work is done in creative teams, and you have the opportunity to present your strategy and concepts for feedback before you begin crafting your copy. Points for presenting, pitching and providing creative feedback to your peers are awarded during class. You also have the opportunity to present your final executions for creative reviews by your peers throughout the semester. Points for your presentations and your feedback on others' work are also awarded during class. See appendix for grading guidelines/rubrics.

Grading Scale

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
59 and below	F

Teaching Philosophy

My sole ambition for a class, workshop or semester-long course is to help you create great work, learn a lot and move forward – equipped with new knowledge, skills, understanding and competency – in the direction of your dreams.

I believe we are agents of our own learning. And, to get the most from any educational endeavor it must have personal relevance and meaning. It must correspond to something we want, or are interested in learning about, to fully engage us. For this reason, I try to be flexible with the curriculum and give you the opportunity to approach the material in a way that resonates with you.

But it takes more than flexibility to create meaningful exchanges where new knowledge and understanding can take root and grow.

At its best, I believe a classroom or workshop is a collaborative environment where diversity of thought, experience, culture and background is not only respected, but valued and exchanged, thereby becoming a catalyst for learning in equal weight and measure to the guidance offered by me.

This speaks to the environment I strive to create. And it is, to me, the best way to spend time together and to prepare you for the beautiful world of communication that awaits.

Required Texts and Materials

There are no required text books for this class. I will provide links in Canvas to current articles in leading journals, as well as videos throughout the semester for students to read and watch. I will also distribute excerpts from printed reading material to supplement our class discussions.

We meet in a computer lab, so technically you do not need your own computer. You will need access to a computer with internet access outside of class, however. I recommend using a cloud method to back up your work, and as students at UF you have access to Microsoft Office 365 with 1TB of cloud storage. GatorCloud is the cloud-based service provided to UF students. The link is [here](#).

Attendance

As this is a live workshop-styled class, your attendance is critical for success. It is a requirement for success in this course. It takes a team to brainstorm, collaborate, discuss, develop, critique, review and improve.

I know life happens, and this class is not the only thing you have going on. So, if you are unable to attend due to an urgent issue or pressing conflict, please communicate as soon as possible so we can make an alternate plan due to your absence. If you are sick or have a personal emergency, please phone, text or email me as early as possible, so I know you will be out. Again, I will work with you to

make up the missed material as best I can. But please recognize, I may not extend the opportunity to make up the in-class presentation/participation component of the missed class, and this is a vital part of our time together and your grade.

For extenuating circumstances, such as a major personal or medical issue, the PATH office is available to advise you on the withdrawal or drop process, and its associate director, Judy Hunter, is awesome. Also, the Dean of Students Office (<https://www.dso.ufl.edu/care/medical-withdrawal-process/>) is available for information on medical withdrawals. Although, I certainly hope no one has to cross that bridge this semester or any other.

Course Schedule

Aug. 20	Introductions Syllabus, course structure, requirements, learning journal organization
Aug. 27	Consumer profiles/consumer behavior
Sept. 3	Creative strategy – consumer profiles to briefs
Sept. 10	Creative strategy – briefs to body copy + social media executions
Sept. 17	Concepts to body copy and headlines + social media executions
Sept. 24	Concepts to headlines, subheads, body copy and slogans for print
Oct. 1	Social media caption writing and headlines + interactive/real-time marketing
Oct. 8	Personal branding 1
Oct. 15	No class, individual assignments
Oct. 22	Websites + blogs
Oct. 29	Script writing + YouTube
Nov. 5	Content marketing/branded content 1
Nov. 12	Content marketing/branded content 2
Nov. 19	Content marketing/branded content 3
Nov. 26	Cause Marketing
Dec. 3	Personal branding 2

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, these plans may change based on student progress or feedback or due to a new opportunity that would enhance the opportunity for learning. Any changes will be communicated timely and clearly. Please expect this to occur, more likely than not, over the course of the semester.

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.

Support Services

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 in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. (<http://www.dso.ufl.edu/drc/>)

UF Counseling and Wellness Center
3190 Radio Road
<http://www.counsel.ufl.edu/>
352-392-1575

Course Evaluation

Please provide feedback on the quality of instruction in this course. Evaluations automatically generate toward the end of the semester - the last two or three weeks of class. You will receive an email with a link in it to access the online forms, which are also available at <https://evaluations.ufl.edu>. Summary results of these assessments are also available at <https://evaluations.ufl.edu/results>.

That's all. And remember . . .

"Be ambitious but not for yourself –
be ambitious for your work, your project,
your organization"

- Dean Diane McFarlin
to the 2017 Ph.D. cohort

Appendix – Grading Rubrics

Learning Journal

Criteria	Ratings						Pts
Completeness	20 to >16 pts Excellent Work includes all required elements, and demonstrates an excellent consideration of the material in terms of effort and time.	16 to >15 pts Above Average Work is missing 1 required element but the submitted work demonstrates an excellent consideration of the material in terms of effort and time.	15 to >14 pts Average Work is missing 1 required element and the submitted work is OK - not the best but not the worst in terms of quality, effort and time spent.	14 to >12 pts Below Average Work is missing 2 required elements and the submitted work is OK - not the best but not the worst in terms of quality, effort and time spent.	12 to >0 pts Poor Work is missing too many elements. The work is of poor quality - either poorly written with text appearing copy and pasted from sources mostly, or its disorganized and/or difficult to follow. Little effort in consideration of the material.	0 pts No Marks Ouch. You probably didn't do the assignment.	20 pts
Timeliness	5 pts Excellent On time!	4 pts Above Average Less than one hour late.	3 pts Average Less than 6 hours late.	2 pts Below Average Less than 12 hours late.	1 pts Poor Less than 24 hours late.	0 pts No Marks More than 24 hours and 20 minutes late.	5 pts
Total Points: 25							

Writing Workshop Assignments: *Concepts*

Creative strategy/Concepts				
Criteria	Ratings		Pts	
Creative Strategy/Concepts	25 to >20 pts Excellent Exceptional creativity. The idea is original. It feels fresh, exciting. And, it aligns perfectly with the companies mission, purpose and brand voice. It will create buzz.	20 to >15 pts Good Admirable creativity. Idea feels new and exciting. May not align perfectly with the companies purpose and mission but the voice is consistent and will resonate with the audience.	15 to >0 pts Not Bad Acceptable creativity. Idea has been executed before, but is still a great idea.	25 pts
Total Points: 25				

Workshop Writing Assignments
Social Media + Interactive/Real-Time Marketing

Criteria	Ratings			Pts	
Copy	20 pts Excellent Tight copy that's crafted excellently with obvious care and time put into presenting the ideas in a clear, concise and interesting way.	15 pts Good Job Executions presented clearly but some extra details could help further explain and sell the idea. Or there is room to tighten the copy.	10 pts Not Bad Ideas presented clearly but with opportunity to grow, which might be indicative of needing a little more effort.	20 pts	
Voice	15 pts Excellent Ideas have an obvious and appropriate voice that breathes life into the executions. Voice strongly reflects brand and will resonate with target audience.		11 pts Good Job Ideas have a clear and appropriate voice	8 pts Not Bad Ideas have a clear voice but that voice does not fit the brand.	15 pts
Shareable	15 pts Excellent Ideas are clearly designed with share ability in mind. You've managed to not only get people to want to read more but to actually share what they've read. They want to tell everybody about this. It might, in fact, be the next viral sensation. We're talking Oreos revival or Ice Bucket Challenge		12 pts Good Job Ideas have a strong shareable quality.	10 pts Not Bad Ideas don't have a strong shareable quality. One or two people might share with a friend, but lacks wide spread appeal	15 pts
Total Points: 50					

Workshop Writing Assignments

Print

Criteria	Ratings			Pts	
Copy	20 pts Excellent Tight copy that's crafted excellently with obvious care and time put into presenting the ideas in a clear, concise and interesting way.	15 pts Good Job Executions presented clearly but some extra details could help further explain and sell the idea. Or there is room to tighten the copy.	10 pts Not Bad Ideas presented clearly but with opportunity to grow, which might be indicative of needing a little more effort.	20 pts	
Voice	10 pts Excellent Ideas have an obvious and appropriate voice that breathes life into the executions. Voice strongly reflects brand and will resonate with target audience.		8 pts Good Job Ideas have a clear and appropriate voice	8 pts Not Bad Ideas have a clear voice but that voice does not fit the brand.	10 pts
Headline	15 to >14 pts Excellent Your headline jumps off the page and strikes up a conversation with you. It is authentic, the language speaks directly to your target audience and reflects their culture while staying true to the brand voice. Humor is unforced, the message resonates with relevance and is evocative.	14 to >10 pts Good Job Your headline is effective. It is authentic, relevant and credible but still has some room to grow. It doesn't exactly reach out and tap you on the arm and command your full attention.	10 to >0 pts Not Bad Your headline is not bad but there is definite room for growth. The humor may feel forced or the message unnatural. There may be room to tighten it up and speak more conversationally to the audience.	15 pts	
Ad Structure	5 pts Excellent Ad structure follows the format of a basic print ad and includes a headline, subhead, body copy, logo, slogan and sig.	4 pts Good Job Ad structure follows the format for a basic print ad but is missing one of the required elements.	2 pts Not Bad Ad structure follows the format for a basic print ad but is missing more than one of the required elements.	5 pts	
Total Points: 50					