

Digital Insights

ADV 3500-140D

Online

Spring 2020

Instructor

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Teaching Assistant

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Course Description

Acquiring, evaluating, and analyzing information for advertising decisions. Emphasizes understanding the scientific method, developing explicit and measurable research objectives, selecting appropriate methodologies, and analyzing data.

Required Text

Boyle, M. P., & Schmierbach, M. (2015). *Applied communication research methods: Getting started as a researcher*. New York, NY: Routledge. ISBN-13: 978-0765642332

Reading Requirements

The best predictor of success in this course is how much time you spend reading assigned materials. The course is designed so that (a) lectures elaborate on the readings, (b) assignments make use of concepts and processes articulated in the readings, and (c) quizzes and exams test concepts from readings, lectures, activities, and assignments. An online version of the textbook is available via UF Libraries: <https://bit.ly/2Tx0hL2>. In addition to the textbook, additional readings will be made available on Canvas throughout the course. You can also access valuable resources for this course at our library course guide: <http://businesslibrary.uflib.ufl.edu/adv3350>

Prerequisites

- 3JM ADV
- STA 2023
- minimum grades of C in ADV 3008 and MAR 3023

Course Learning Objectives

- Understand the varied ways in which different types of evidence are collected, analyzed, and applied in advertising and related media contexts
- Assess the reliability and validity of data-driven insights and be able to plan and design research to maximize the usefulness and quality of findings
- Understand the ways in which representation and diversity are critical aspects of research design, including, but not limited to, sampling and generalization.
- Appreciate how digitization has altered our ability to capture and analyze insights about audiences and consumers

- Gain familiarity with current approaches to segmenting audiences and consumers and to targeting groups and individuals
- Identify the ways in which the conduct and application of research should respect and engage with human variation in age, ability, gender, sexuality, ancestry, culture, and other forms of diversity
- Communicate findings and implications from a variety of research and analytic techniques
- Translate relevant evidence into recommendations for specific persuasive strategies and techniques

Assignments

The course is structured around an ongoing group project in which 3 to 4 students will plan and conduct research for a client. This client may be a hypothetical relationship: a real organization/brand/product that you don't have actual contact with. Or, this client may be a real organization/brand/product that you enter into agreement with. In either case, you must choose the client in consultation with the instructor, who must approve your final selection.

Grade Overview

There are 1,000 points available in this course. Points are accumulated in each module by completing and earning grades for activities, discussions, quizzes, tests, and assignments.

- Each activity (some individual, some group) is worth 3 points. There are 15, for a total of 45 points
- Each discussion is worth 3 points (6 points for final Q&A). There are 14, for a total of 45 points
- Each quiz is worth 15 points. There are seven, for a total of 105 points
- Each test is worth 50 points. There are two, for a total of 100 points
- There are four individual assignments (Google Analytics IQ, SONA credits, and two peer evaluations) worth 130 points in total.
- There are 16 group assignments, ranging from 10 to 50 points, worth 575 points in total.

Grading Policy

A is 934 or more points
A- is 900 to 933 points
B+ is 867 to 899 points
B is 834 to 866 points
B- is 800 to 833 points
C+ is 767 to 799 points
C is 734 to 766 points
C- is 700 to 733 points
D+ is 667 to 699 points
D is 634 to 666 points
D- is 600 to 633 points
E is 599 or fewer points

UF's grading policies are at: <https://catalog.ufl/ugrad/current/regulations/info/grades.aspx>

Participation

Regular, consistent participation is necessary for success in this course. If you need to step away from an activity or assignment for a short period of time, simply let the instructor or TA (and group members, if relevant) know in advance.

Deadlines

In principle, all deadlines in this course are final. Exceptions and extensions can be made, if notice is given in advance via a professionally-worded email. The instructor reserves the right to accept or reject requests for absence or extensions. Absences for reasons recognized by the university can be excused if notice is given in advance (or as soon as possible in the event of a genuine emergency). If an assignment receives a failing grade, the student may request a reevaluation via a professionally-worded email. However, be aware that this may lead to a higher, lower, or same, grade.

Course Communication

Course materials and updates will be posted regularly to Canvas. Course-related questions should be communicated via Canvas inbox or email to Ms. Lee (sslee@ufl.edu) or Dr. Johnson (benjaminkjohnson@ufl.edu). We typically respond within a few hours. We also encourage you to make good use open discussions on Canvas.

Honor Code

You are required to abide by the University of Florida Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a zero on the assignment. We take originality in writing and creative work very seriously, and expect you to fully understand what is considered plagiarism. For helpful information on original work, see:

http://integrity.ou.edu/files/nine_things_you_should_know.pdf

<http://oaa.osu.edu/assets/files/documents/hownottoplagiarize.pdf>

<https://www.indiana.edu/~istd/overview.html>

<https://plagiarism.arts.cornell.edu/tutorial/index.cfm>

We are always available to proactively discuss any uncertainties or ambiguities before you submit an assignment. Any alleged violations of the Student Honor Code will automatically result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at <http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Class Demeanor

Students are expected to behave in a manner that is respectful to the instructor and to fellow students. Opinions held by other students should be respected in group work and during discussion, and conversations should be constructive and on-topic. If you experience frustration or conflict with a fellow classmate, please notify the instructor and TA and we can help.

Accommodations

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center at (352) 392-8565 by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when

requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center is available at <https://counseling.ufl.edu/> or (352) 392-1575. Contact University Police at (352) 392-1111 or 911 for emergencies.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Please note (adapted from <https://doi.org/10.1371/journal.pone.0216241>): Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. Student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material) and not unrelated matters (the instructor's appearance).