

# ADV3001

## Advertising Strategy

Spring 2021 (Sections 08E1 & 08E2, 3cr.)

Days/Times: M/5-6 (WEIM1084 & Online), W/6 (WEIM1076 & Online)

### Course Description

Advertising Strategy provides an overview of the planning process required to develop a successful persuasive marketing communications plan. Case studies and projects teach the skills needed to solve a marketer's promotions challenges and to engage target audiences.

### Goals

The goal of this course is to provide students with the fundamental skills needed to devise and present a complete marketing communications plan. The student learning outcomes for the course will be introduced and/or reinforced through regular opportunities that reinforce skills in critical thinking, problem-solving, oral and written communication, and peer collaboration. Skills emphasized during this course are:

- 1) The application of reading/articulating written and verbal information about marketing and advertising situations
- 2) The ability to employ decision-making skills (i.e., evaluate, justify, and defend) in the analysis and evaluation of strategic alternatives
- 3) Written and verbal communication skills necessary to brief strategic planning partners (e.g., client, agency team, promotions specialists) about planning decisions.

### Requirements

A minimum grade of C in ADV3008 and MAR3023 are required as prerequisite courses.

## Learning Objectives

By the end of the term, students enrolled in the course will be able to:

1. Remember, understand, and apply steps of the strategic planning process necessary to identify strategic advertising opportunities.
2. Mine, classify, analyze, and apply marketing analytics and research as a means for understanding marketing situations and for discovering strategic opportunities.
3. Deconstruct, reflect on, and make conclusions about competitive brand positioning from finished advertising executions or campaigns.
4. Evaluate the breadth of analytics data to create logically sound recommendations for campaign planning.

## Course Materials

Required Textbooks:

- A. *Advertising Campaign Strategy: A Guide to Marketing Communication Plans* (5<sup>th</sup> ed. or later) by Donald E. Parente & Kirsten L. Strausbaugh-Hutchinson (Cengage Learning, copyright 2015).
- B. *Strategic Thinking for Advertising Creatives* by Alice Kavounas Taylor (Laurence King Publishing, copyright 2013).

Digital resources:

*The Wall Street Journal* –

UF is an institution subscriber to the Wall Street Journal. By way of this UF's subscription, students can access a digital subscription to the WSJ through registration with a valid Gatorlink ID. The link to the education subscription site is

[https://education.wsj.com/?s=University+of+Florida&cat=2&page\\_type=searchresults](https://education.wsj.com/?s=University+of+Florida&cat=2&page_type=searchresults) .

If the hyperlink fails, simply copy and paste the address into a new browser, and then proceed with instructions for set up

**New York Times, Business section –**

UF provides free online subscriptions for all students, faculty and staff to both the *New York Times* and the *Wall Street Journal*. To activate your *New York Times* subscription, go to [myUFL](#) and navigate to “Main Menu.” From there, go to “Quick Links,” then “NY Times” and click on “Subscribe now.”

**Advertising Age –**

UF is an institution subscriber to the Advertising Age, the leading trade publication for the advertising industry. By way of this UF’s subscription, students can access UF’s digital subscription to the Ad Age through registration with a valid Gatorlink ID.

## Assessment Criteria

Student development and skills performance will be assessed on a cumulative point scale per the categories below. Extra credit will be made available at the instructor’s discretion at points throughout the semester.

**Assignments**

- 2 individual written assignments (10 to 20 points each)
- 2 mini-group assignments (20 points each)

**Quizzes & Exams**

- 1 CANVAS syllabus quiz (10 points)
- 4 CANVAS short quizzes (10 points per quiz)
- 2 proctored online exams (30 points each)

**Comprehensive Strategy Project**

- 1 comprehensive strategy project- team assignment (70 or 75 points)
- 1 project team presentation (20 points)

**Attendance –**

- Random attendance checks taken weekly throughout the semester. Full credit will require a comprehensive attendance rate of 80% (10 points)

**Extra Credit - TBD**

Final grades are calculated at the end of the semester based on the student’s accumulated points relative to the base of points offered during the semester. Until the conclusion of the term, points are the sole indicator of how a student is progressing

relative to the base of points allocated to date. There is no grade, despite Canvas calculations.

Grades will be allocated based on an individual's calculated percent-of-base with final grades guided by the University's standards for grade distribution. Students who earn a C or better will fulfill pass requirement for ADV3001.

### *Assignments*

To fully comprehend the process of strategic planning, students must have the opportunity to apply the skills learned in the course. The quality of one's experience in this course can be attributed, in part, to his or her level of involvement in the learning process. Therefore, students are expected (and encouraged) to be part of the learning process through regular and consistent participation.

Assigned readings and/or out-of-class assignments prior to the lecture date are meant to lay the foundation for a more robust exchange of ideas during the class meeting time. Student preparedness is essential to the success of this goal because it enriches the individual's quality of inquiry about the subject matter. As such, the instructor recommends that students complete the review of assigned materials BEFORE the class meeting in which the topic will be reviewed.

Students should be prepared to contribute views and explanations to topics covered. Skills development opportunities, such as the digital journal, mini-group assignments, and individual writing assignments, are intended help students become more proficient in mastering the concepts and application of the strategic advertising development process. Students should expect skills-based demonstrations to be issued regularly.

Most written assignments will be submitted through Canvas and should adhere to the specifications detailed in the "format for written assignments" section of this syllabus. All assignments are expected to be submitted by the designated due date to avoid point reduction or point forfeiture.

### *Mini-/Group Project Assignments*

The goals of project assignments are to give students a basic understanding of 1) the process involved in conducting a business analysis, 2) how a consumer-focused integrated brand communications strategy is developed, and 3) how strategic decisions are communicated to staff and line functions of the agency team. Both mini- and comprehensive project assignments will provide a foundation for immersion and the development of skills needed to translate conceptual ideas to actionable marketing communication strategies.

Individual scores for the project will be assigned according to the instructor's assessment of the team's final work product, as outlined in project rubrics. Written feedback will also be requested from team members to provide further input to the individual score.

### *Quizzes*

Quizzes are intended to be short-form, low-stakes assessments that gauge the student's knowledge and understanding of topics examined in class. The assessment content covers topics addressed in class discussion, main ideas covered in the textbook or lecture, and concepts illustrated via class "clinicals," in-class exercises, or by way of individual homework assignments. Quizzes also build from knowledge that students are expected to have acquired from course prerequisites, such as ADV3008 and MAR3023.

Quizzes will be administered via CANVAS on a biweekly schedule, and contain approximately 10 questions. The "open date" for quiz assessments happen during the class week and will remain open for a 72-hour period until the quiz redacts. Students must take the quiz within the designated 72-hour open period to avoid forfeiting the quiz opportunity. Students are allowed only one attempt per Canvas quiz. Each quiz is timed for 20 minutes and will automatically close at the end of 20 minutes.

Information tested is cumulative up to the quiz date, so students can best prepare for the quizzes by attending class, being an active participant in class discussions, and seeking regular opportunity to "translate" what is introduced during class time to "real world" examples outside of class.

### *Exams*

Exams will be held in class during the regularly scheduled class period. Exams are long-form assessments designed to check a student's comprehensive understanding of ideas and the integration of discrete concepts explored in class over several weeks of review. Exams will give focus to content presented in the textbook, class discussions, collaborative assignments, and in-class exercises up to the exam date.

### *Project Report Presentations*

Groups will be asked to deliver formal and informal presentations of its work throughout the semester as a formality to the reporting process. This is consistent with expectations of the industry and allows students the chance to receive mentoring and feedback on presentation style. Individual scores for the team presentation will be assigned according overall team presentation quality and clarity of information delivered in context with the strategy assignment. A rubric will be provided for each project to clarify the instructor's expectations.

## Course Administrative Policies

### *Academic Honesty*

Academic dishonesty is an important issue of concern at the University of Florida. Students who violate University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, other students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. On all work submitted for credit by students at the University of Florida, the following pledge is implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

### *Attendance*

The instructor will aspire toward taking attendance at least one class period each week, either by calling class roll or via acknowledgement of one’s presence during class meetings. As it is the expectation that students will make a habit to be in class, no advance notification will be given about when attendance will be taken.

Each student is allowed two “free” missed classes on non-exam days without penalty to the final attendance point total. Keep in mind that the free absences do not automatically excuse the student from assignment due dates, point awarded for in-class participation, or other point-based activities. Routine unexcused absences over the two-missed-class minimum will result in a loss of one-half point per absence and may directly affect the student’s grade. This does not apply, however, to excused absences due to activities sponsored by Ad Society, CJC organizations or that require student participation in official University business. See the section below for an understanding about the instructor’s policy for excused absences and personal emergencies.

### *Class Format and Protocol*

Class periods are meant to be interactive. I aspire for students to gain confidence enough to make their points with professionalism and conviction, yet to not be so thoroughly entrenched in “right-fighting” that they are not willing to be coached on alternative approaches to thinking through the problem-solving process.

For the two-period lecture block, the class will have a short break about halfway through the discussion. Attendance, if taken, will generally occur in the second half of class.

Lecture slides are supplemental to the textbook, and are provided to minimize the need for rote dictation of the lecture points. Occasionally, class will dictate that students use technology in class as a tool to train on issues associated with the course. On these days, the use of laptops, tablets, or other data-access devices is welcome. The use of technology otherwise is discouraged.

### *Zoom Class Protocol*

Zoom meetings require a protocol in terms of behavior, participation, and engagement that we think less about when we interact in person. I am committed to creating a learning environment that transcends common criticism associated with online classes or Zoom-administered learning. I expect a similar commitment from students in the class. Following are recommended guidelines for what is expected as a student in the Hyflex Zoom classroom:

1. In-person AND online students are expected to arrive for class on time ready to participate. Sometimes, late arrival cannot be avoided. However, please minimize ringing in late, popping in and out of the meeting, or leaving early without notifying the instructor in advance.
2. In-person students should enter the Zoom classroom using the designated meeting address to have full access to the chat function and discussion with online student colleagues.
3. Cameras should be on and positioned appropriately at the student’s eye level to allow for face-to-face interaction. This implies that the student should be prepared to present themselves appropriately (i.e., attire, posture, attention to the forum) as they would if they were attending an interview or business meeting. Muted cameras during class discussion should be practiced sparingly since coaching and interactive communication relies as much on non-verbal cues as much as verbal cues.
4. Audio will be muted on entry to the Zoom meeting and should remain muted whenever an individual is not speaking as part of the class discussion or interacting with other students. This reduces distractions that could result from

- background sounds associated with the participants' environment. Also, limit external distractions by silencing your notifications, closing or minimizing running apps, and muting your smartphone.
5. Use the comments function to facilitate questions and discussion, especially during the feedback breaks. There are times when the discussion takes on energy in such a way that makes it difficult to intercede with a question. The comments function allows students to ask a question, make a comment, or contribute to the topic when others are talking. It also facilitates the instructor's ability to manage the queue of speakers in real time.
  6. Use the raise hand function under the Zoom participant's to get a speaker's attention or to ask a question during high-intensity interactions, such as case review or content pulse checks.
  7. Avoid multitasking. Activities and tasks unrelated to the class challenge, or "load," your ability to absorb and retain the course content. Such is the premise underlying the theory of cognitive load. Whether your participation is via Zoom or in the live classroom, this *is* class time. Please do not treat it as background media for doing other things, such as emails, text messaging, using social media, working on other classes, or even working a job.

### *Contacting the Instructor*

I am committed to helping you grow as a future professional and will make myself available for individual or group consultation as necessary to do so. At the top of this document, please note the various ways you may use to contact me – by phone, answering machine, email, or via Skype at <adprofmorton>. In the case of Skype, you are asked to send an email to set up a Skype meeting appointment in advance of the time you want to interface; then, forward a Skype request to my address.

Written correspondence through Canvas mail are the most efficient means for contacting the instructor. I will make every effort to reply to your email within 36 hours of you sending it. Please note that this time period excludes weekends, holidays, or University-recognized breaks. If you have sent an email message that is still awaiting a reply after 36 hours, please re-send the message. You may also verbally alert me during class time or call/come by during office hours.

### *Make up Policy*

Students should inform the instructor of any extenuating circumstance that could disrupt the scheduled assignment due dates, quizzes, or exams beforehand whenever possible so that arrangements for a make-up exam can be made in a timely and expeditious manner. Under circumstances where the student misses a quiz or exam due to unanticipated reasons, students will have 3 business days (i.e., 72 weekday



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hours) to inform the instructor and to negotiate a make-up opportunity. In either case, valid documentation supporting the reason for the absence is required.

One make-up quiz will be offered at the end of the semester for students who miss a CANVAS short quiz opportunity due to legitimately documented reasons (i.e., illness, university-related scheduling conflicts, etc.).

### *Personal Emergencies/ Excused Absences*

It is the student's responsibility to advise me of any personal emergency that could affect his/her attendance and/or participation in the course. In the case of personal emergency or extenuating circumstance that results in you missing class over an extended period, please notify me as soon as possible via e-mail at the earliest opportunity. The student will be responsible for following up on any missed class discussion, notes, handouts, and/or announcements made in his or her absence. Occasionally, a student's participation in extracurricular organizations (e.g., Ad Society, UF Marching Band, UF Athletics, etc.) will require that s/he miss class to participate in organizationally sponsored events. Under such circumstances, students are required to provide the instructor with appropriate documentation from the sponsoring organization BEFORE the absence.

### *Format for written assignments*

We will adhere to a business memo style format for submitting brand strategy reports. The American Psychological Association (APA) style should be used to cite references within the document, as well as in the reference list at the end of the document. All assignments should be submitted via Canvas as a .doc or docx file. In keeping with this format, single-space lines and appropriate section headers should be used to guide the reader through the sections of the brand document. Graphs, tables, or exhibits should be displayed in an Appendix to the document with numerical reference made in the context of the document.

Please consult the instructor for further clarification on written submissions as needed.

### *Support for Students with Disabilities*

Students requesting classroom accommodation must first register with the Disability Resource Center (<https://disability.ufl.edu>) in the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Each of us is likely to face challenges that may adversely affect our class performance. I am willing to help. However, I can only help if you notify me before your performance is affected.

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Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength, not weakness. In case of emergency, call 9-1-1.

### Tentative Course Schedule

The course outline is presented to you at the onset of the semester lays out broad topics and the order of progression that will guide us. The instructor will advise the class in advance should there be any the need for timeline adjustment. Included on the schedule are dates for exams, online quizzes, and collaborative group project due dates. Please review the schedule carefully and plan accordingly.

January				
Week 1 (1/11)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M1	Course Introduction & Getting started	Taylor: Intro Parente: Ch 1	What kind of strategist are you? <a href="https://www.playbuzz.com/ulliac10/what-type-of-strategist-are-you">https://www.playbuzz.com/ulliac10/what-type-of-strategist-are-you</a>	Syllabus Review  Why Strategy? (Ad audit review)
W1	An Introduction to strategic planning		Post self-introduction after taking the <a href="#">strategist quiz</a>	What Is the strategy? Syllabus Quiz opens

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Week 2 (1/18)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M2	No class meeting	*****	*****	MLK HOLIDAY –
W2	Beginning with the end in mind: The Process of Advertising Planning	Parente: Ch 11		<b>Syllabus Quiz</b> closes
Week 3 (1/25)				
M3	The Nature of Business Problems: signs vs symptoms	Taylor: Ch 1		
W3	The Nature of Business Problems  Brand Planning			Mini group assignment issued <b>CANVAS Quiz 1</b>

Week 4 (2/1)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M4	Interrogating the brand situation	Parente: Ch 2 (39-47), Ch 3		Team demonstrations of data mining resources
W4	Interrogating the situation through secondary resources  MRI+ , BERA, & AdSpender			Term Project issued/Project teams formed
Week 5 (2/8)				
M5	Strengths, Weaknesses, Opportunities, & Threats (S/W/O/T)	Parente: Ch 4		Mini-group reports 1: Team demonstrations of data mining resources
W5	Strengths, Weaknesses, Opportunities, & Threats (S/W/O/T)			Case 1 discussion: Situation analysis diagnostics CANVAS Quiz 2

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Week 6 (2/15)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M6	Opportunities recommendation and Marketing objectives	Parente: Ch 4  Taylor: Ch 2		
W6	Analyzing a case for problems and opportunities (S/W/O/T)			Case 2 discussion: P&O analysis

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Week 7 (2/22)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M7	From opportunities to marketing objectives			Project Archive Audits: Management review and revision of P&O Analysis
W7				<b>EXAM 1</b> (CANVAS online)
March				
Week 8 (3/1)				
M8	Considerations for the Marketing Strategy:			

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W8				
Week 9 (3/8)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M9	Identifying Target Markets, Target Market Profiles	Taylor: Ch 3		
W9	Consumer Behavior, Adopter Categories & Segmentation			



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Week 10 (3/15)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M10	Brand Strategy & Brand Propositions  Communication Objectives & the Product Life Cycle	Taylor: Ch 4, 5		
W10	Consumer Behavior & Evoking Desired Response			CANVAS Quiz 3
Week 11 (3/22)				
M11	Consumer Behavior & Evoking Desired Response	Taylor: Ch 6, 10		In class Brand proposition development statements
W11		*****	*****	UF Recharge Day!!

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Week 12 (3/29)				
Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
M12	Push vs. Pull promotion strategy  Communication Tactics	Parente: Ch 5  Taylor: Ch 7, 8, 9		Communication tactics review
W12	Communication Tactics			CANVAS Quiz 4
April				
Week 13 (4/5)				
M13	Planning for measurement and evaluation	Parente: Ch 11		
W13	The Project Brief			

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Wk/Day	Class Discussion Topic	Read:	Do:	In-class Activity:
Week 14 (4/12)				
M14	Mandatory Team meetings and presentation prep			
W14	TBD			EXAM 2 (CANVAS online)
Week 15 (4/19)				
M15	TBD			Team Project Presentations due  Makeup Quiz Opens
W15	Project submission day			Final Team Projects due