

ADV3008 PRINCIPLES OF ADVERTISING

SPRING 2026 COURSE SYLLABUS

COURSE DESCRIPTION

This course will empower you to succeed in your subsequent advertising classes and enable non-majors to understand the impact of advertising, clarify the role advertising plays in people's lives, present debates about the good or harm that advertising may foster, and describe functions and jobs in the industry so you can make informed choices about whether your career will involve advertising.

INSTRUCTOR CONTACT INFORMATION

Instructor: Mrs. Kara Page

Email: kara.page@ufl.edu

Office Hours: By appointment (please use Canvas mail or GatorMail to schedule a meeting)

Office Location: Virtual Meetings using Zoom Conferences

For questions about course content, your grade, or other personal issues, use the Canvas mail tool. Expect message responses within 24-48 hours.

COURSE OBJECTIVES AND/OR GOALS

By the end of this course, you will be able to:

1. Define key basic concepts in advertising and marketing communications.
2. Explain the role of advertising in integrated marketing communications.
3. Analyze the social and ethical issues that surround the practice of advertising.
4. Describe jobs in the advertising and marketing fields.
5. Create advertisements and media plans.
6. Assess the advantages and disadvantages of media channels.

COURSE REQUIREMENTS

Required Textbook

Arens, Weigold, Arens, 17e (2024). *Contemporary Advertising and Integrated Marketing Communication*. Burr Ridge, IL: McGrawHill/Irwin.

The text is a digital product that accompanies an online homework system (Connect Plus) and a learning system (LearnSmart). You can access McGraw-Hill Connect directly through Canvas.

This book is also offered at a more reasonable price as part of the [UF All Access](#) initiative.

The following are resources for the McGraw-Hill Connect registration and book access:

- Access to the textbook and UF Bookstore information will be available in Canvas.
- To access your McGraw-Hill Connect assignments, click on a quiz or exam to be redirected to the platform. You can also click on the McGraw-Hill Connect LTIA link in the navigation bar on the left side of the course.

Prerequisites

Sophomore standing or higher

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations that students should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Materials/Supply Fees

There is no supply fee for this course.

GENERAL COURSE POLICIES

Class Demeanor

Mastery in this class requires preparation, passion, and professionalism. You should expect to watch all lectures and videos, complete all readings, and submit work in accordance with published deadlines. You are also expected to engage respectfully with classmates in the online discussion forums.

Instructor Role

I will be teaching the online section of ADV3008, and my goal as your instructor is to create a

fun and engaging course that introduces you to the exciting world of communications. Please feel free to contact me with any questions, comments, or concerns about the course or assignments. I will provide you with weekly feedback on assignments to help you grow throughout the semester.

My role as your instructor is to:

- Share knowledge about important advertising concepts
- Explain critical information related to the course
- Direct you to helpful resources
- Share relevant examples
- Assign appropriate learning activities
- Create opportunities to assess your performance
- Communicate assessment outcomes in a timely, informative, and constructive way

Student Role

It is essential that you actively engage in discussions and activities to help create a dynamic learning community and achieve the course objectives.

Discussion Requirements

Each week, you will read a chapter and complete a discussion prompt in Canvas that requires you to apply the module concepts and objectives. After posting your response, reply to at least two classmates' posts.

Posting Frequency

- You should make at least one substantive post per week that addresses the discussion prompt(s). In select modules, you may be required to make multiple discussion posts. Discussion due dates will be clearly displayed in Canvas.
- You are encouraged to spread your participation throughout the week rather than posting all at once, so you can engage more effectively in conversations with your classmates.

Post Quality Standards

- The initial post should address all aspects of the prompt and include specific references to course materials, readings, or relevant external sources.
- You should support your arguments and analysis with evidence and examples.
- Your posts should use proper grammar, spelling, academic writing conventions, and citations.

Engagement Standards

- Posts should demonstrate critical thinking and thoughtful analysis. Discussion replies should build upon your classmates' ideas constructively to continue the conversation.

- To encourage engagement with classmates, you should ask thought-provoking follow-up questions. To add value to the discussion, share relevant personal or professional experiences that relate to the prompt(s).

Assignment & Activity Participation

- You are required to submit all assignments by the posted deadlines.
- You should follow the assignment rubrics and instructions completely.
- If you require accommodations, contact me at the beginning of the semester to provide documentation for support. Modified participation requirements (e.g., extended timelines) will be available with proper documentation.

Late Assignments & Make-Up Work

Unless you notify me via email and have a documented reason for why you cannot complete an assignment in a timely manner, and with the exception of factors listed at the UF link below, late submissions on discussions, exams, and quizzes will not be accepted. If you are facing challenges during the semester, please contact me as soon as possible. To see exceptions to the rule stated above, please see the requirements for class attendance and make-up exams, assignments, and other work at the [UF attendance policies page](#).

Grade Questions

If you have a question about your grade, do not understand my comments—provided on every assignment—or simply disagree with the grade received, you are encouraged to reach out via email to start a discussion. If needed, I am happy to arrange a follow-up call to discuss your progress in the course.

Return of Graded Assignments

I will make every effort to have each assignment graded and posted within **one week** of the due date.

Use of AI

AI use is allowed in certain cases, which will be clearly indicated within the assignment instructions. For example, AI may be permitted to create a product visual that does not exist; however, it is not to be used for written responses. In these instances, AI is to be used specifically for creative visuals.

Student Accommodations

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, you should contact the office as soon as possible in the term for which you are seeking accommodations.

Student Evaluations

You 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. You will be notified when the evaluation period opens and can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via the [GatorEvals](#) site. [Summaries](#) of the course evaluation results are available to students.

COURSE ASSIGNMENTS

Each week will consist of a lecture, a chapter reading assignment, a discussion assignment, and a quiz based on the assigned material. Some weeks may feature several chapters as outlined in the module.

I recommend that you first watch the lecture and then read the associated chapter(s). Upon completion of the material overview, you can then apply your knowledge to the discussion HW assignment and complete a chapter quiz to test your retention of the concepts.

Your final course grade will be composed of the following assignments:

Discussion Homework Assignments

Each week, you will complete a discussion assignment in Canvas that will require you to apply the module concepts to a real-world scenario. After you post your assignment to the discussion board, you must reply to at least two classmates' posts. Each discussion assignment is worth 30 points.

Quizzes

Each week, your mastery of the material will be tested through a short online chapter quiz. You will have two untimed attempts for each quiz. The highest score will be included in your overall grade. Each quiz is worth a maximum of 20 points.

Exams

A midterm and final exam will test your retention of the chapter and lecture materials. Both will be online 60-minute examinations featuring 70 multiple-choice and true/false questions.

Exams are closed-book and closed-note. Once you begin the exam, you must finish it in one 60-minute period.

The exams are not proctored. Each exam is worth a total of 125 points. The exams are **not** cumulative: The midterm covers Modules 1-6, and the final exam covers Modules 7-12.

Due Dates and Times

The chapter quizzes and both exams will be completed using the McGraw-Hill Connect platform accessible through Canvas.

Chapter quizzes and discussion assignments will be due by 11:59 p.m. on Sundays of the week assigned unless otherwise noted in Canvas. Each discussion and quiz assignment will be open for several days to allow time for completion.

The exams will also be open for several days to allow you to complete the exam on a day that works best for your schedule.

Keep in mind the following assignment access periods:

- **Discussion HW Assignments:** Open Monday-Sunday, Due Sunday by 11:59 p.m.
- **Quizzes:** Open Monday-Sunday, Due Sunday by 11:59 p.m.
- **Midterm Exam:** Open 2/23-3/1, Due 3/1 by 11:59 p.m.
- **Final Exam:** Open 4/20-4/26, Due 4/26 by 11:59 p.m.

COURSE GRADES

Grade Components

Assignment Category	Point Value	Percentage of Grade
Discussion HW Assignments (15)	30 Points Each	45%
Quizzes (15)	20 Points Each	30%
Exams (2)	125 Points Each	25%

Grading Scale

Grade	Grade Points
A	94–100% or 940–1000 Points
A-	<94–90% or 900–940 Points
B+	<90–87% or 870–900 Points

B	<87–84% or 840–870 Points
B-	<84–80% or 800–840 Points
C+	<80–77% or 770–800 Points
C	<77–74% or 740–770 Points
C-	<74–70% or 700–740
D+	<70–67% or 670–700
D	<67–64% or 640–670
D-	<64–61% or 610–640
E	Fewer than 610 Points

At the end of the semester, I will round up for .5 or more points for students who are close to the next letter grade (ex. 93.5 would become a 94).

COURSE SCHEDULE

Most assignments are due **Sunday @ 11:59 p.m.**, with the exception of Module 7 due to Spring Break.

Calendar Week(s)	Module	Assignments
1/12-1/18	Orientation Module 1: Advertising & IMC Today	Homework 1; Quiz 1
1/19-1/25	Module 2: The Evolution of Advertising	Homework 2; Quiz 2
1/26-2/8	Module 3: Advertising in Context	Homework 3 & 4; Quizzes 3 & 4
2/9-2/15	Module 4: Understanding Marketing & Consumer Behavior	Homework 5; Quiz 5
2/16-2/22	Module 5: Marketing Segmentation & Marketing Mix	Homework 6; Quiz 6
2/23-3/1	Module 6: Research	Homework 7; Quiz 7; Midterm Exam
3/2-3/13	Module 7: Strategic Communication	Homework 8 & 9; Quizzes 8

		& 9
3/14-3/22	SPRING BREAK	NONE
3/23-3/29	Module 8: Creative Strategy & Execution	Homework 10; Quiz 10
3/30-4/12	Module 9: Advertising Across Media	Homework 11 & 12; Quizzes 11 & 12
4/13-4/19	Module 10: Digital Engagement & Module 11: OOH, Exhibitivite & Supplementary Media	Homework 13 & 14; Quizzes 13 & 14
4/20-4/26	Module 12: Relationship Marketing	Homework 15; Quiz 15; Final Exam

UNIVERSITY ACADEMIC POLICIES AND RESOURCES

To support consistent and accessible communication of university-wide student resources, please review the web page with the academic policies and campus resources:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

HELP WITH TECHNICAL DIFFICULTIES

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- [UF Help Desk](#)
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

NETIQUETTE AND COMMUNICATION COURTESY

It is important to recognize that the online classroom is, in fact, a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

When communicating online:

- Treat the instructor respectfully, even via email or other online communication.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Avoid using the caps lock feature, AS IT CAN BE INTERPRETED AS YELLING.
- Be cautious when using humor or sarcasm, as tone is sometimes lost in an email or discussion post, and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

When you send an email to your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you *really* want everyone to receive your response when you click “Reply All.”
- Be sure that the message author intended for the information to be passed along before you click the “Forward” button.

When posting on the discussion board in your online class:

- Utilize a professional and respectful tone in all interactions.
- Use effective communication by writing in clear, complete sentences.
- Be self-reflective—before you post an emotional response, reread what you have written. Your online comments will be seen, heard, and remembered by others in the class. Tone is easy to misinterpret, so be clear with your language choices.
- Be polite and use factual evidence as proof.
- Be constructive. You can challenge ideas and the course content, but avoid becoming

negative online. When you disagree politely, with evidence, you stimulate and encourage constructive discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

- Keep the conversation on topic by responding to questions, adding thoughtful comments about the topics at hand.
- If you disagree with a classmate, offer a constructive and diplomatic response that encourages learning and growth.
- Avoid personal attacks and inflammatory language.

PRIVACY AND ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

- **Adobe**
 - Adobe Privacy Policy (<https://www.adobe.com/privacy/policy.html>)
 - Adobe Accessibility (<https://www.adobe.com/accessibility.html>)
- **Enghouse Video (Mediasite Streaming Video Player)**
 - Enghouse Video Privacy Policy (<https://www.enghousevideo.com/privacy-policy>)
 - Enghouse Video Accessibility Policy (<https://www.enghousevideo.com/accessibility-policy>)
- **Instructure (Canvas)**
 - Instructure Privacy Policy (<https://www.instructure.com/policies/privacy>)
 - Instructure Accessibility (<https://www.instructure.com/canvas/accessibility>)
- **Microsoft**
 - Microsoft Privacy Policy (<https://privacy.microsoft.com/en-us/privacystatement>)
 - Microsoft Accessibility (https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3Aprimaryr2)
- **PlayPosit**
 - PlayPosit Privacy Policy (<https://api.playposit.com/privacy/>)
 - PlayPosit Accessibility (<https://go.playposit.com/accessibility>)
- **YouTube (Google)**
 - YouTube (Google) Privacy Policy (<https://policies.google.com/privacy>)
 - YouTube (Google) Accessibility (<https://support.google.com/youtube/answer/189278?hl=en>)
- **Zoom**
 - Zoom Privacy Policy (<https://zoom.us/privacy>)
 - Zoom Accessibility (<https://zoom.us/accessibility>)

DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class's learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.