ADV 6006 | Theories of Advertising

Syllabus


Instructor: Troy Elias, Ph.D. 
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Texts:
- Additional readings for the course are compiled in e-Learning

Please read the assigned materials before each class meeting. The course lectures will interpret, demonstrate, and extend the information and ideas in the readings, so be sure to take careful notes during each class.

Course Requirements:

1. Weekly Response Papers & In-class Participation. Consists of 20% of overall grade. Short 1-2 page papers will critically discuss, and analyze ideas and concepts from the readings.

2. Class Discussant. Consists of 25% of overall grade. Each student will serve as discussion leader once during the semester.

3. Annotated bibliography. Consists of 20% of overall grade.

4. Final Paper. Consists of 35% of overall grade. This manuscript (approx. 15-20 pages) represents an original research study that either constructs a new theory of advertising, synthesizes at most two existing theories, or extends an existing theory.

Course Overview:
The goal of this course is to develop and enhance students’ understanding and interpretation of advertising theory. In doing so, it hopes to strengthen the student’s ability to conduct research inquiry that can be assessed within a theoretically sound framework. Specific course learning objectives include:

- Exposing students to fundamental theories employed routinely in advertising research.
- Helping students become critical analysts of advertising perspectives and research.
- Honing students’ skills in the synthesis of theoretical frameworks for the purpose of formulating strategically sound research inquiries.
Prerequisite Skills:
To optimally benefit from this course, students must be able to 1) read and comprehend written and verbal communication; 2) articulate ideas in verbal and written communication, 3) employ analytical and evaluative skills needed to develop a research framework that will guide scientific inquiry.

Students With Challenges:
In order to address special academic needs, I need to be informed of the student’s circumstance at the beginning of the semester before it becomes an adverse factor in a student’s performance. This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student’s ability to succeed in this course. Students affected by such challenges should provide me with an official statement from the Office of Student Services explaining his/her situation.

Evaluation & Descriptions of Assignments:
Weekly Response Papers & Class attendance and participation (20%)
Beginning the second week of the semester, you are required to write one 1-2 page response paper per week based on your reactions to the readings. The ability to write a critique is a necessary academic skill and promotes critical thinking. Students are encouraged to provide a well-reasoned analysis of the body of work reviewed in an effort to demonstrate their understanding of the theme of the week’s readings. The point is not to summarize the readings in the reaction paper, but rather to use the perspectives offered in the reading materials as a foundation for comparing, contrasting, and discussing the strengths and weaknesses of the perspectives advanced in the readings. At the end of each paper, include five discussion questions for the class. Submit your paper via Sakai no later than 5pm the day before the corresponding class. In addition, a significant portion of your grade is based on your attendance, engagement, and participation in class. Therefore, along with reading and synthesizing the materials, each student should be prepared to actively participate in class discussion.

Class discussants (25%)
Each student will serve as discussion leader during the semester. Being a discussant means leading discussion on that day’s topic during class.

On e-Learning - No later than 5pm the night before class, discussants must post (email these to me) at least five questions or observations from the readings to help stimulate discussion.

In class - A successful discussant may:
- Review relevant material from the readings
- Pose intriguing questions
- Make provocative points
- Bring related ideas and material beyond the readings into the discussion

Annotated bibliography (20%)
The annotated bibliography assignment should directly relate to the topic of your theory paper. Its purpose is to provide a foundation on which you can build your research interest and represents a synopsis of the key research literature (academic and applied) related to the theory you choose to explore in greater detail. The annotated bibliography is an individual assignment. It should include citations from no less than 20 relevant sources, a short summation of the points raised by each source author, and a few ‘key quotes’ that aides you in remembering the significance of the work. The annotated bibliography should be single spaced by source citation.

Final Paper (35%)
For the final paper, you will write a 15-20 page manuscript in which you design an original research study where you either 1) create a new theory of advertising/persuasive communication, 2) synthesize at most two existing theories into a coherent whole, or 3) extend an existing theory to a new set of
applications. This proposal should be inspired, but need not be constrained, by the course material. You may also utilize any methodology (e.g., experiment, survey, content analysis, qualitative) to test your theory. Although you will be encouraged to collect some pilot data for this proposal, you are not required to do so. At a minimum, the paper must include an introduction, theoretic framework, methods (i.e., general outline of the way your theory will be tested), and references. Please prepare your paper according to the American Psychological Association (APA) guidelines.

**Note:** You can work in groups of up to 3 for your research project. Each group member will get the same grade for the paper.

**Class Attendance:**
Roll won’t be taken in class every day; however, habitual and routine unexcused absences will directly affect your grade.

**Make-ups.** If you miss an assignment due to illness, death in family, court date, or auto accident **AND** you notified the professor BEFORE class time, you will be given an opportunity to make-up the grade. If your absence was unexcused, you will receive a zero on the assignment. Late assignments will be given a zero without an excused absence. I do this because it simulates the “real world.” In the ad biz if you miss a deadline for a client, you are likely to be fired.

**Grading scale and other factors**
Final grade scale
95-100    A
90-99.49   A
88-89.99   B+
85-87.99   B
80-84.99   B-
78-79.99   C+
75-77.99   C
70-74.99   C-
68-69.99   D+
65-67.99   D
60-64.99   D-
Below a 60 E

- Argumentative, unprofessional, disrespectful and negative attitudes can lower your grade.

**Honor code:**
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. **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, 392-1261.

You can review UF’s academic honesty guidelines in detail at: [http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php](http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php)
ADV 6006 | Course Schedule

Thursday, August 22  Introduction to the Course

Tuesday, August 27  II. Introduction to Persuasion

Thursday, August 29  Attitudes, Defining Theory & Analyzing the Research Manuscript

Tuesday, September 3  III. Social Identity Theory

Thursday, September 5  Social Identity Theory and the Distinctiveness Principle

**Recommendation sites and the impact of social identity on consumer decision-making.**
Tuesday, September 10  
**IV. Elaboration Likelihood Model**

Thursday, September 12  
**Elaboration Likelihood Model**

Tuesday, September 17  
**IV. Conformity and Influence in Groups**

Thursday, September 19  
**Conformity and Influence in Groups Explicated**

Tuesday, September 24  
**V. Social Judgment Theory**

5 of 8
Social Judgment Theory Explicated


VI. Cognitive Dissonance Theory


Cognitive Dissonance Theory


VII. Theory of Reasoned Action and Theory of Planned behavior


Theory of Reasoned Action and Theory of Planned behavior


VIII. Source Factors

Thursday, October 17  
**Source Factors**


Tuesday, October 22  
**X. Message Factors**


Thursday, October 24  
**Message Factors**


Tuesday, October 29  
**XI. Receiver and Channel Factors**


Thursday, October 31  
**Receiver and Channel Factors**


Tuesday, November 5  
**XII. The Ethics of Persuasion**

Thursday, November 7  
**XII. The Ethics of Persuasion**


Tuesday, November 12  
**XII. Impression Formation**


Thursday, November 14  
**Impression Formation**


Tuesday, November 12  
**XII. Individual Workshops**

Thursday, November 14  
**XII. Individual Workshops**

Tuesday, November 19  
**XII. Individual Workshops**

Thursday, November 14  
**XII. Individual Workshops**

**Annotated Bibliography due**

Thursday, November 28  
No Class - Thanksgiving

Tuesday, December 3  
**>>FINAL PAPER DUE<<**

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