

**ADV 3001: Advertising Strategy**  
**Summer 2014**  
**M–F, 2<sup>nd</sup> (9:30 – 10:45)**

Instructor: Dr. Cynthia Morton Padovano

Section: 0010

Office/phone: 2082 Weimer, 392-8841

Location: NSC 225

Office Hours: M, 1PM-3PM, or via Skype or appointment

Course Description

Advertising Strategy is dedicated to the study of the theoretical foundations and application toward the process of developing advertising and promotional strategy; methods of utilizing research data for developing and evaluating advertising plans. The course is designed to provide students with a generalist understanding of the planning activities conducted by marketers in their attempts to sell products in a competitive marketplace. Advertising strategy's emphasis is on the bolstering understanding between brands and the consumers they target using strategic communications delivered via advertising and other promotional tactics.

Student Learning Outcomes (SLOs)

The goal of this course is to provide students with fundamental skills needed to analyze information and apply problem-solving skills in the development of an advertising communications plan. This will be accomplished by offering regular opportunities that reinforce skills in 1) critical-thinking, 2) problem solving, 3) communication (written and oral), and 4) peer collaboration skills.

Textbook

- Advertising Campaign Strategy: A Guide to Marketing Communications Plans (Second Edition) by Donald Parente, The Dryden Press, 2000.

Prerequisites: 3JM classification or higher; a minimum grade of C in ADV 3008; MMC2100 and MAR 3023.

Prerequisite Skills

This course requires that students be prepared to utilize a basic set of prerequisite skills in the process toward refining their strategic thinking ability. In order to maximally benefit from the Advertising Strategy course, the student must be able to: 1) read and comprehend written and verbal communication; 2) articulate ideas in verbal and written communication, 3) employ decision-making skills in the analysis and evaluation of strategic alternatives presented in the cases, and 4) justify/defend one's position on strategic solutions and recommendations.

Students With "Challenges"

In order to address special academic needs, the instructor must be informed of a student's circumstance at the beginning of the semester before performance becomes a factor. Students affected by challenges that would affect his/her ability to perform academically under typical circumstances should provide me with an official statement from the Office of Student Services so that reasonable and appropriate measures can be taken to overcome potential hindrances to the student's ability to succeed in the course.

Course Evaluation

The evaluation of coursework will be based on the student's performance in four areas, each which constitutes a proportion of the final grade. These include exams, written case analyses, in-class exercises, "pulse check" quizzes, and a team project. The following point allocations will be applied to each category:

	<b>Point Allocation</b>
• Exams (3 exams @ 40pts each)	<b>120</b>
• In-class exercises, quizzes	<b>60</b>
• Strategy Team Project	<b>75</b>
• Project Presentation	<b>10</b>
• Participation	<b>10</b>
Total	275

Letter grades for this course will be based on the total points accumulated over the term. Students who earn a C or better will fulfill the ADV 3001 requirement for graduating with a degree in advertising and will not be required to retake to course. Final grades will be allocated according to the student's final point total at the end of the semester. Grades will be allocated based on an individual's calculated percent-of-base, with 275 establishing the baseline. Percentages will convert as follows:

<i>Grade</i>	Percentile
<b>A</b>	94% and higher
<b>A-</b>	93 – 90%
<b>B+</b>	89 – 86%
<b>B</b>	85 – 83%
<b>B-</b>	82 – 80%
<b>C+</b>	79 – 76%
<b>C</b>	75 – 73%
<b>C-</b>	72 – 70%
<b>D+</b>	69 – 66%
<b>D</b>	65 – 63%
<b>D-</b>	62 – 60%
<b>E</b>	59% and lower

### Exams

Exams will be held in class during the regularly scheduled class period. Exams are designed to test the student's cumulative knowledge of the main ideas covered in the text chapters, class discussions, and in-class exercises up to the exam date specified on the syllabus.

The general exam format consists of multiple choice and true-false questions taken from 1) an exam case that outlines a specific brand situation, 2) assigned textbook readings and handouts, and 3) in-class lectures. The exams will be graded on a 40-point scale.

Make-up exams are given at the discretion of the instructor for legitimately documented excused absences. Students should inform the instructor of any extenuating circumstance that could disrupt the scheduled exam schedule *prior to* the missed exam whenever possible so that arrangements for a make-up exam can be made in a timely and expeditious manner.

### Class Assignments/Exercises

In order 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.

Students should be prepared to contribute their views and explanations on the various topics covered during the semester. Participation opportunities will occur in the form of peer collaboration assignments, class discussions, quizzes, and individual homework assignments, all of which will help students become more proficient in mastering the concept and application of the advertising planning process.

Please note that student submission of written assignments will be done through E-Learning assignment folder the designated cutoff time/date unless otherwise specified.

### Project Overview

The objective of this project is to provide you with the opportunity to apply theories and concepts that are presented in the text and class discussions to a simulated marketing situation. At the conclusion of the project, students will have 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. Teams will make a final presentation to the class to report its plan at the end of the semester.

### Project Evaluations

Individual scores for the term project will be assigned according to two criteria: 1) the instructor's assessment of the team's final work product, and 2) a team member's evaluation from his/her colleagues of the three parts of the project.

### Academic Dishonesty

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

Attendance will be taken at random one class period during each week of the semester. Each student is allowed two “free” missed classes without penalty to the final attendance point total. Habitual and routine unexcused absences over two missed classes will result in a loss of one attendance point per absence and may directly affect the student’s grade. This does not apply, however, to excused absences. See the section below for an understanding about the instructor’s policy for excused absences and personal emergencies.

### 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 of time, please notify me as soon as possible via e-mail at the earliest opportunity. The student will be held responsible for missed class notes, handouts, and any 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 prior to his or her absence from class.

### Contacting The Instructor

As the instructor, I am committed to helping you growing as a future professional and will make myself available for individual or group consultation as necessary in order 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, via Skype at adprofmorton, or Facetime. I am less proficient in Google Hangouts, but am open to this venue if it is your preference.

Email is still the most efficient means for getting my attention. However, as emails sent can be either inadvertently “misplaced” in the clutter of my inbox or routed to a “Junk Mail” folder, I ask that any emails sent originate from the course E-Learning mailbox with instructions to also deliver to my regular ufl.edu address. Please verbally inform me during class time if you have sent an email message that is still awaiting a reply after 36 hours. 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.

### 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 listen to other logical approaches to problem solving.

“Nothing takes the guts out of a good idea faster than a sloppy execution.” – Leo Burnett  
Morton/ADV3001/p. 8

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

Lecture slides and course supplements are applied to minimize the student's need for rote dictation of the lecture points. The use of laptops, Ipads, cell phones or other technology is prohibited during regular class discussion time unless otherwise indicated since such technology tends to distract from the quality of interaction..

### **Course Schedule**

It is recommended that assigned readings and presentation review be completed *prior* to the class meeting in which the topic will be discussed in order to enrich the student's level of inquiry and engagement in the subject matter.

We will make every effort to adhere to the schedule as presented. Should the instructor will advise the class in advance if there arises any the need for timeline adjustment.

### **Course Schedule**

#### ***Week 1: Business Problems, Challenges, and Situations***

For this week read: Chapters 1 and 2

##### **Learning Objectives:**

By the end of this week students will have the ability to:

1. Explain strategic planning's link to developing creative campaigns.
2. Identify business problems and challenges in the context of a case scenario.
3. Recognize the difference between business problems and the symptoms of the problem or challenge that contribute to them
4. Outline and describe the components that should be investigated if one is to have a comprehensive understanding of the problem or challenge.
5. Utilize secondary established resources needed to investigate business situations.

#### ***Week 2: Analyzing Situations for Identifying Problem-Solving Alternatives***

For this week read: Chapters 3 and 4

##### **Learning Objectives:**

By the end of this week students will have the ability to:

1. Identify the elements of a SWOT Analysis and describe the focus of each.
2. Extract Ss, Ws, Os, and Ts from a brand case in exploring different solution alternatives to a business problem.

3. Evaluate brand solution alternatives to a business problem toward the scrutiny of an optimal brand opportunity.
4. The ability to write marketing and communication objectives that reflect analytically-based opportunities to solve the brand problem and that are based on the criteria designated for well-written objectives.

*Exam 1*

***Week 3: Establishing Appropriate Communication Objectives for Brand Opportunities***

For this week read: Chapter 5 and E-Learning Resources file Chapter 16: *I Am Statements*

Learning Objectives:

By the end of this week students will have the ability to:

1. The ability to write marketing and communication objectives that reflect opportunities to reinforce the desired marketing strategy and that are based on criteria designated for “well-written” objectives.
2. Discuss the utility of the strategy brief as an internal communication document.
3. Explain the purpose of a target market profile. How does it contribute to the strategic planning process?
4. Explain the concept of brand positioning. What is its significance and why is it important?

***Week 4: Positioning Brands toward Identified Target Markets***

For this week read: Chapter 6

Learning Objectives

By the end of this week students will have the ability to:

1. Identify the decisions that must be in place before one can write a positioning statement
2. Explain the relevance of the target market’s needs and motives to a brand’s positioning.
3. Discuss the relevance of brand positioning to communication strategy

*Exam 2*

***Week 5: “Logical Linking”: From Communication Objectives to Strategies and Tactics that Make Sense***

For this week read: Chapters 7 and 8

Learning Objectives

By the end of this week students will have the ability to:

1. Write communication objectives relevant to a particular brand problem and brand opportunity
2. Discuss the purpose of a communication strategy
3. Speak with knowledge about promotional elements that advertisers have an option to use in a brand campaign and the general objectives of each.

***Week 6: Thinking through Issues Associated with Media Delivery and Plan Evaluation***

For this week read: Chapters 10 and 11

Learning Objectives

By the end of this week students will have the ability to:

1. Discuss the quantitative and qualitative criteria used to set media objectives.
2. Identify issues that media planners consider when defining media strategy?
3. Present rationale for campaign evaluation.
4. Name four stages at which it is common to use some type of evaluative testing during a campaign’s life.

*Exam 3*