ADV3500 (0012)
Advertising Research
Summer A, 2015. M-F 6. TUR 2305

Instructor
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Course Description
Advertising research helps provide information for advertising agencies and advertisers to better understand their products, target audiences, and the factors that influence communications to help them in making informed decisions. This course is designed to introduce you to effective social science research methods that are commonly used (1) to identify issues of concern; (2) to understand your target audience;
(3) to guide strategic planning; (4) to execute overall business planning; and (5) to evaluate plans and programs in advertising.

Course Objectives
After a successful completion of this course, you should be able to:
* understand the role and importance of research in advertising;
* learn a general research process, different research designs and research methods— both quantitative and qualitative—commonly used by practitioners and academic researchers;
* develop explicit and measurable research objectives,
* use basic statistical techniques to analyze quantitative data;
* conduct a research project that will allow them to apply the knowledge learned in class.

Prerequisites
You must have a minimum grade of C in ADV3008, STA2023, and MAR3023.

Textbook
Recommended readings:
Davis, Joel, J. (2011), *Advertising Research: Theory and Practice (2nd edition)*, Prentice Hall: Upper Saddle River, NJ.

Class Participation
Students are expected to attend all lectures on time, be prepared for each class, and to actively participate in class discussion and in-class exercises.

* Attendance roll will be taken at the beginning of every class period. Arriving more than 15 minutes late for class or leaving early is the same as being absent.
* You are allowed a total of **three** absences. After your third absence, however, you will lose **5 points** from your overall grade for each additional class missed. Thus, if you miss this class more than 7 times, you will get 0 for your participation.

- You are responsible for materials missed regardless of the reason for the absence.
- In order to receive an excused absence, it is the student's responsibility to 1) inform the instructor <u>before</u> the class meets except in certain (rare) emergency situations, and 2) provide the instructor with written documentation of emergency (e.g., medical note from a certified physician) when you come back to class. Documentation must be checked before an excused absence is accepted.

Excused absences include:

- Religious holidays (only the holiday). Your memo **must be turned in before** the holiday.
- Documented, **necessary** medical (a doctor's note or prescription) excuse or official documented legal excuse. The Student Health Center will provide you a specific kind of note that indicates they think you should missed class or will need to miss additional days. If your note will reflect that missing class was not medically necessary, I will likely not allow you to make-up any work missed.
- Death in the family. You must provide a funeral program and the phone number of the funeral home for me to verify.
- Car accidents. Again, I will need documentation. There should be a report filed with the police department that you can turn in.
- Course-related activities for other university classes—if dated letter of request is made by the professor of the class on official letterhead. Must be received <u>**before**</u> the absence.
- University competitive events (that means athletes and not fans). You will need a letter from your coach or the athletic department. These must be arranged <u>**before**</u> the absence.
- Paid employment excuse—only if your supervisor requests the absence in a signed letter on business letterhead.

Assessment

Students' grade will be based on their performance in four areas: two exams, one group project, and class participation. You must earn a C or higher to successfully complete the course. Extra credit opportunities will also be made available and points will be allocated at the instructor's discretion. The following provides a percentage allocation for each of these areas:

Assignment Weighting	Points
- 2 Exams	40% (20% each)
- Group Project	50%
(Project 1: 15%, Project 2: 25%, Project 3: 45%, presentations: 15% - 5% each)	
- Class Participation (attendance, homework assignments, class discussions)	10%
- Extra Credit Opportunities (research participation, etc., 0.5pt/ up to 3pt)	+ α
TOTAL	100%

Grading Scale

Percentage	Grade		Percentage	Grade
92 and above	A		72-77.9	C
90-91.9	A-		70-71.9	C-
88-89.9	B+		68-69.9	D+
82-87.9	B		62-67.9	D
80-81.9	B-		60-61.9	D-
78-79.9	C+		Below 60	E

Exams

There will be two in-class exams during the regularly scheduled class period. Exams are designed to test the student's cumulative knowledge of the main ideas covered in the lecture files, student presentation materials, and in-class exercises up to the exam date specified on the syllabus. The general exam format consists of several open-ended questions and multiple choice and true-false questions taken. Make-up exams will be allowed only for the students who miss the class of the exam date with the appropriate documentation.

Group Project

The research project is meant to provide students with a practical orientation of the activities involved in planning, organizing, executing, analyzing, and reporting research. Under the guidance, students will form a research team of 5 to 6 members, with whom they will work throughout the semester. The student team will act as an agency research group charged with developing an advertising strategy for an assigned brand that will result in the successful win of the account from the present agency of record. The team will conduct research in three stages (secondary, qualitative, and quantitative) and present the findings in the form of a written report and an oral presentation to the client. While each segment of the report will be graded independently from other segments, the parts, when taken together, should demonstrate a cumulative growth in the teams' understanding of the brand in terms of its potential appeal to the consumer.

- All teams will submit both a hard copy and an electronic copy of their group projects. Team project reports will not be returned to students and may be used as a reference for the course in the following semester. Students who do not wish to have their team project reports used as a course reference should notify me at the time of project report submission. (Un)willingness to share the team project report will not affect the student's grade in any way.

Team Member Evaluation:

Students will spend much of their outside class time working with their team members, with the team projects accounting for a significant percentage of the final grade. In order to assess each team member's contribution to the team project, students are asked to evaluate their team members at each phase of the team project. Students need to evaluate each of their team members on a 100 point scale using the online survey available on the Sakai system. Team member evaluation grade takes 30% of an individual student's project grade.

(e.g.) Team project grade (70%)   = 100 (out of 100)
    Team member evaluation (30%) = 70 (out of 100)
    The individual student's project grade (100%)= (100x0.7) + (70x0.3)= 70+21 = **91**

The team member evaluation is due by 9PM on **each** project due date. The rule regarding late assignments is applied to the team member evaluation. After the 9PM deadline, 10% of the project grade is deducted each day the team member evaluation is turned in late.
- You are required to attend class during others' presentations.
- More detailed instruction on this project will be discussed in class as the semester proceeds and will be provided in a separate handout.

Extra Credit

At various times throughout the semester, students may have an opportunity to earn extra credit. Extra credit opportunities that require participation that goes beyond regular class time will be announced as much in advance as possible in order to give students time to make any necessary arrangements.

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." Visit the Student Conduct and Conflict Resolution's website (http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php) for more information.

Class Demeanor

In the real world, you will have to be on time for work and not leave meetings early. Therefore, I am expecting you to do your best and to respect the class by:

- o Attending all lectures, presentation, and exams.
- o Being on time.
- o Being prepared for class and be familiar with any announcements or e-mail notices via e-mail or course website announcement.
- o Please do not bring any food during the class.
- o Being focused on the lecture and being active learners: any personal conversation during class will distract the class-learning environment.

Students with Challenges

I am committed to help students with any type of challenges, while abiding by the standard code of confidentiality and fairness. In order to address special academic needs, the instructor must be informed of the student's circumstance at the beginning of the semester *before* performance becomes a factor. Students affected by such challenges should provide an official statement from the Dean of Students Office (http://www.dso.ufl.edu/drc/) explaining his/her situation.

Counseling Services

The Counseling and Wellness Center at the University of Florida is the primary provider of counseling, mental health, and psychiatric services for UF students. The Center's goal is to help students to be maximally effective in their academic pursuits: first, by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with your academic functioning. Secondly, by helping students to thrive, grow in self-understanding, self-responsibility, and optimal life functioning. Visit the Center's website (http://www.counseling.ufl.edu/cwc/our-mission.aspx) for more information.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Course Schedule

Below table represents a tentative outline of topics that will be covered over the course of the semester. Although I will make every effort to adhere to the schedule, it may become necessary to make modifications to accommodate unforeseen circumstances. I will advise the class of any events that necessitate revision to the present schedule.

DATE			TOPIC
May	11	M	Orientation- Introduction to course
	12	T	Advertising Research Process Ch. 1 (Due: Student Bio)
	13	W	Research ethics Ch. 2 (Due: Team info form)
	14	R	Secondary Research Ch. 3
	15	F	Collecting qualitative insights Ch. 5
	18	M	Focus Groups Ch. 6
	19	T	Qualitative data analysis Ch. 7
	20	W	**No Class: Instructor attending a conference**
	21	R	**No Class: Instructor attending a conference**
	22	F	**No Class: Instructor attending a conference**
	25	M	**No Class: Memorial Day Holiday**
	26	T	**Project 1 Presentations** (Due: Project 1 report and peer evaluation)
	27	W	Feedback on project 1
	28	R	Sampling Ch. 4
	29	F	Study Guide 1
June	01	M	**Exam 1**
	02	T	Survey and Measurement Ch. 10 &11
	03	W	Writing Survey Questions Ch. 12
	04	R	Questionnaire Design Ch. 13
	05	F	**Group Project session**
	08	M	**Project 2 Presentations** (Due: Project 2 report and peer evaluation)
	09	T	Feedback on project 2
	10	W	Qualtrics session
	11	R	Quantitative Data Analysis (1) Ch. 15
	12	F	Study Guide 2
	15	M	Team meeting with instructor
	16	T	**Exam 2**
	17	W	**Group Project session**
	18	R	**Group Project session**
	19	F	**Project 3 Presentations** (Due: Project 3 report and peer evaluation)

Presentation Rubric

	(100-90) Exceeds Expectations	(89-80) Meets Expectations	(79-70) Near Expectations	(69 and less) Below Expectations (Inadequate)
Organization (20%)	Information was presented in a logical, interesting, creative and engaging sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a logical, straightforward sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a manner which does not adequately convey the information in a manner the audience can completely understand.	Information was not presented in a logical, interesting or creative sequence. Does not convey the information in a manner the audience can understand.
Content Knowledge (20%)	Demonstrated an in-depth understanding of the content and ability to provide explanations and elaborate on issues.	Demonstrated a firm grasp of the content. Ability to answer basic questions.	Not completely familiar or comfortable with content. Limited ability to answer basic questions.	Lack of understanding of content. Unable to answer basic questions.
Visual Product (20%)	Visuals and/or graphics make the presentation engaging and free from detractions.	Use of visuals and/or graphics contribute to the effectiveness of the presentation and do not detract from its effectiveness.	Use of visuals and/or graphics do not fully contribute to the effectiveness of the presentation and/or somewhat detract from its effectiveness.	Use of visuals and/or graphics does not contribute to the effectiveness of the presentation and/or detract from its effectiveness.
Delivery (30%)	Presenter was able to manipulate volume and clarity of voice, pronunciation and eye contact to engage the audience and effectively deliver the information with only appropriate reliance on notes or visuals.	Presenter used proper volume and clarity of voice, pronunciation and eye contact to deliver the information with some reliance on notes or visuals.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong reliance on notes or visuals.	Inadequate use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Read directly from notes or visuals for majority of presentation.
Mechanics (10%)	No misspelled words, grammar, punctuation, or pronunciation errors.	No more than minor misspelled words, grammar, punctuation or pronunciation errors. Adequate for presentation without revision.	Major misspellings, grammatical, punctuation and pronunciation errors in some areas. Acceptable with revisions.	Major misspellings, grammatical, punctuation and pronunciation errors throughout. Unacceptable.

Team Work Rubric

	(100-90) Exceeds Expectations	(89-80) Meets Expectations	(79-70) Near Expectations	(69 and less) Below Expectations (Inadequate)
Reliable	Always delivers good performance. Always meets commitments.	Typically delivers good performance. Can be expected to meet commitments.	Usually delivers good performance, just not all the time. Could be more consistent in meeting commitments.	Cannot be trusted to deliver a good performance. Is not consistent in meeting commitments.
Problem Solver	Able to deal with problems/tasks in a solutions-oriented manner. Able to involve team members in identifying problems and solutions.	Able to deal with problems/tasks in a solutions-oriented manner. Identifies problems and solutions.	Usually able to deal with problems/tasks in a solutions-oriented manner. Sometimes dwells on the problem rather than the solution.	Not able to deal with problems/tasks in a solutions-oriented manner. A problem-dweller, not a solver.
Effective Communicator	Always expresses thoughts and ideas clearly and concisely. Always shows respect for the opinions of others. Able to receive criticism as well as understand and act upon it.	Usually Expresses thoughts and ideas clearly and concisely. Typically shows respect for the opinions of others. Able to receive criticism without acting defensively.	Needs improvement in clearly and concisely expressing thoughts and ideas and accepting criticism. Tries to show respect for the opinions of others.	Difficult to understand. Does not show respect for the opinions of others. Unable to receive criticism without acting defensively.
Active Listener	Able to listen, understand and consider ideas and points of view with the ability to help others express their idea.	Able to listen, understand and consider ideas and points of view from others without debating or arguing every point.	Needs improvement in ability to listen, understand and consider ideas and points of view from other people without debating or arguing every point.	Not able to listen, understand and consider ideas and points of view from others without debating or arguing every point.
Active Participant	Rarely missed team meetings. Exceptionally prepared. Makes significant contributions. Took initiative to make the team more successful. Does more than a fair share of the work.	Attended most team meetings, but team meetings were not always top priority. Prepared for meetings. Makes contributions. Takes initiative. Does what is expected. Does a fair share of the work.	Misses some meetings for no reason. Could be better prepared for meetings. Made limited contributions. Take some initiative, but usually just does what s/he is told to do. Could carry a larger share of the work.	Does not attend all meetings. Does not prepare for meetings. Does not make contributions. Does not take initiative and does not do what s/he is expected to do. Does not carry a fair share of the load.
Cooperation	Always cooperated. Able to build cooperation among team members. Figured out ways for team to work together to solve problems and get work done.	Cooperated with team members for success of the team. Worked with team members to solve problems and get work done.	Not fully cooperative in working with team members to solve problems and get work done.	Not cooperative in working with team members to solve problems and get work done.
Commitment	Devoted to team's success. Team was a top priority. Completed all tasks with excellence and on time and by deadline without being reminded.	Committed to team's success. Completed all tasks on time or by deadline without being reminded.	Not fully committed to team's success. Completed most takes on time or by deadline, sometimes needed to be reminded.	Not committed to success of team. Did not complete tasks on time or by deadline.
Respect and Courtesy	Consistently treated team members with respect, courtesy and consideration and avoiding being offensive or insensitive to public decency, gender and/or minority groups. Provided leadership in helping team members act accordingly.	Consistently treated team members with respect, courtesy and consideration and avoided being offensive or insensitive to public decency, gender and/or minority groups.	Not consistent in treating team members with respect, courtesy and consideration. and/or avoiding being offensive or insensitive to public decency, gender and/or minority groups.	Do not treat team members with respect, courtesy and consideration. Did not avoid being offensive or insensitive to public decency, gender and/or minority groups.