

ADV3001 (5099)
Advertising Strategy
Spring, 2013. M7-8 & W8. WEIM G030

Instructor

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Office hours: Periods 9 and 10 on Mondays, and periods 9 and 10 on Wednesdays. If office hours are inconvenient, drop in or make an appointment.

Course Description

Advertising Strategy is an overview of the strategic planning process required to develop a successful advertising campaign and integrated marketing communications (IMC) plan. The course deals with academic knowledge and practical information needed to develop and maintain successful brands advertised by companies, organizations and individuals.

Course Objectives

The goal of this course is to provide students with the fundamental skills needed to analyze, evaluate, and develop an advertising/IMC campaign. This goal will be accomplished by focusing on three key elements central to the strategic planning process: brands, consumers, and communication. Specific course learning objectives are as follows: (1) To expose students to a set of fundamental theories and practical concepts used to develop strategically sound advertising campaigns; (2) To provide students with an understanding of the systematic process involved in developing a communication plan, including analyzing a market situation, formulating communication objectives, identifying potential target audiences, and developing an advertising campaign strategies; and (3) To give students regular opportunities to apply this knowledge by way of class exercises, assignments, and a team project. (4) To familiarize students with special issues in the current market and advertising industry; (5) To build capacity of students in delivering highly effective campaign proposal presentations.

Textbook

Recommended readings:

- Parente, Donald (2006). *Advertising Campaign Strategy: A Guide to Marketing Communications Plans*, (Fourth Edition) Mason, Ohio: Thomson South-Western.
- O'Guinn, Tomas, Chris Allen and Richard J. Semenik (2011). *Advertising and Integrated Brand Promotion*, South-Western College Pub.

Other readings are available through the course website on the University of Florida e-learning system, Sakai.

Class Participation

The learning objectives of this course are translated into activities which require brainstorming and interactivity. Each of you plays a role in contributing to those activities, thus class participation is critical. In order to participate effectively in class, you would need to have read the material ahead of class. You are expected to keep up with the readings for each class.

Assessment

Students' grade will be based on their performance in four areas: two exams, one topic presentation, one final 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:

<u>Assignment Weighting</u>	<u>Points</u>
• 2 Exams	40% (20% each)
• Topic Presentation	15%
• Class Project	35%
• 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. Sample questions and brief guide of the exams will be provided one week prior to the first exam. Make-up exams will be allowed only for the students who miss the class of the exam date with the appropriate documentation.

Topic Presentations

Once during the semester, student groups with five to six members will lead the class with making 20- minute presentations. The topics include special issues in the current market and advertising industry. The guideline for the presentation will be provided at the first week of the semester. Failure to make presentation on the assigned dates will result in zero credit for the project. No form of make-up will be available.

IMC Class Project

For the final project with an actual local client, student groups with five to six members should develop the full IMC campaign and make a presentation at the last section of the course. Specific guidelines for this project will be provided at the date in the course syllabus. Failure to make presentation on the assigned dates will result in zero credit for the project.

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 20% of an individual student's project grade.

(e.g.) Team project grade (90%)	=	100 (out of 100)
Team member evaluation (10%)	=	70 (out of 100)
The individual student's project grade (100%)	=	$(100 \times 0.9) + (70 \times 0.1) = 90 + 7 = 97$

The team member evaluation is due by 9PM on presentation/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.

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:

- Attending all lectures, presentation, and exams.
- Being on time.
- Being prepared for class: Print the class material prior to class (It will be available on the course website), and be familiar with any announcements or e-mail notices via e-mail or course website announcement.
- Please do not bring any food during the class.
- 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 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
Jan	07	M Orientation- Introduction to course
	09	W Champion Toilet Case-develop a campaign using blank planning guide
	14	M Confirm teams—reviewed planning process for Champion Toilet
	16	W CANON EOS case-reconstruct the brief—Product Life Cycle
	21	M No class - Martin Luther King Jr. Day
	23	W Reviewed Research on UF Athletic Association
	28	M UF Athletic Association Brief -Reviewed questions for client proposed by students
	30	W UF Athletic Association Brief
Feb	4	M Organizing and analyzing the brief 1
	6	W Organizing and analyzing the brief 2
	11	M How to Present Your Plan (Proposal) 1
	13	W How to Present Your Plan (Proposal) 2
	18	M Discussion of Key Challenges for UF Athletic Association (SWOT)
	20	W Targeting Your Campaign-finding the Sweet Spot
	25	M First Draft of UF Athletic Association Plan due 5:00 pm
Mar	04	M No class - Spring break
	06	W No class - Spring break
	11	M Exam I
	13	W Defining What Your Campaign Needs to Do
	18	M Topic Presentations: Team #1 & Team #2
	20	W Tools of the Trade—What's In Your Toolbox
	25	M Topic Presentations: Team #3 & Team #4
	27	W How to Write Your Proposal/Plan
Apr	01	M Topic Presentations: Team #5 & Team #6
	03	W Individual Group Meeting with Instructor (To be arranged—25 minutes each team)
	08	M Individual Group Meeting with Instructor (To be arranged—25 minutes each team)
	10	W How To Present A Campaign
	15	M Final Presentation Rehearsals (during class or to be arranged) Second Draft of UF Athletic Association Plan due 5:00 pm
	17	W Final Presentation Rehearsals (during class or to be arranged)
	22	M Exam II
	24	W Final Presentations-Final UF Athletic Association Plans due at time of Team Presentation

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%)	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.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong 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.	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.
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.

IMC Project Rubric

	(100-90) Exceeds Expectations	(89-80) Meets Expectations	(79-70) Near Expectations	(69 and less) Below Expectations (Inadequate)
Strategy (30%)	Demonstrates proficient mastery through superior analysis and rationale. Expertly draws from primary and secondary research findings.	Demonstrates competence through good analysis and rationale. Competently draws from primary and secondary research findings.	Does not adequately demonstrate competence through analysis and rationale. Does not adequately draw from primary and secondary research findings.	Does not demonstrate competence through analysis and rationale. Does not draw from primary and secondary research findings.
Creativity (25%)	Campaign's core creative idea and execution are exceptionally engaging, imaginative, original and on strategy.	Campaign's core creative idea and execution are engaging and on strategy.	Campaign's core creative idea and execution are not adequately engaging and are not adequately on strategy.	Campaign's core creative idea and execution are not engaging and are not on strategy.
IMC Plan (25%)	Adroitly describes how different marketing communication modes work together to create a seamless experience for the customer and are presented with a similar tone and style that reinforces the brand's core message.	Capably describes how different marketing communication modes work together to create a seamless experience for the customer in a manner that reinforces the brand's core message.	Does not adequately describe how different marketing communication modes work together to create a seamless experience for the customer in a manner that does not completely reinforce the brand's core message.	Does not describe how different marketing communication modes work together to create a seamless experience for the customer in a manner that does not reinforce the brand's core message.
Organization and Style (10%)	Plans book is structured in a highly logical, interesting, creative and engaging sequence, and utilizes adequate graphs and visual presentation. Language is professional, clear and concise.	Plans book is structured in a logical sequence, and utilizes adequate graphs and visual presentation. Language is clear and concise.	Plans book is not adequately structured in a logical sequence, and does not adequately utilize adequate graphs and visual presentation. Language is not adequately clear or concise.	Plans book is not structured in a logical sequence, and does not utilize adequate graphs and visual presentation. Language is not clear or concise.
Team Work (10%)	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task.	The group functioned well. Most members listened to, shared with and supported the efforts of others. The group (most members) was on task.	The group did not function adequately well. Members did not adequately listen to, share with and support the efforts of others. The group (most members) was not adequately on task.	The group did not function well. Members did not listen to, share with and support the efforts of others. The group (most members) was not on task.

Team Work Rubric

	Exceeds Expectations	Meets Expectations	Near Expectations	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.