

# Great Ideas in Marketplace Communications: Creating, Developing, and Evaluating Brand and Content Initiatives

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ADV4930 Soon to be ADV 3302 Section 7040  
Fall 2015 R1

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## Course Description

**Great Ideas in Marketplace Communications is a course that focuses on two aspects of strategic communications:**

**1. Creating (Concept Experimentation) and Developing (Producing)** advertising and promotional content for real live case studies. Clients of local and regional interest will attend the class and present a current marketing communications problem, including the target audience. Students will then have three weeks to develop a plan including promotional material and present it to the client in class. The schedule is in the following pages.

This portion of the course is designed to provide students with an industry perspective for the development, presentation and evaluation of viable solutions to clients in both business and public service marketplace problems. In this class, students will develop solutions for a variety of promotional challenges, to be solved in three, 3 week periods. Special emphasis will be placed on unique approaches that include Digital Media, Promotional Activities and Marketplace Program Development.

**2. Evaluating topical issues and industry innovation in media content innovation.**

In a second element of this course, students will review current media and marketing communications topics, (see list on the last page) that are disrupting the industry. Following the instructions on the topics page, student will take a position on these topics, be prepared to discuss the topics in class and turn in a brief write-up on each topic and including the supporting material, all completely printed out (see instructions on the topics page.)

## Pre-requisites

ADV 3008

## **Course Goal and Strategies by SLO**

**Course Goal:** To guide students in the development of creative solutions to real marketplace advertising and promotional problems.

**SLO1: Develop, with instructor guidance, Advertising and Promotional Solutions to real Marketplace Problems.**

Each project will contain information about the marketplace problem from a participating company or public service entity and students will develop and creative solutions in advertising and promotional executions.

**SLO2: Compare and recommend media to best reach a target audience.**

Each proposal, see process below, will include media recommendations in traditional, digital and social media.

**SLO3: Develop an advertising/marketing communications plan.**

The group proposal, see process below, will include a Power Point presentation with specific recommendations to solve the marketplace advertising and promotional problems and a supplementary Word document explaining the solutions in more detail and providing the rationale for success behind the proposal.

**SLO4: Conceptualize and create persuasive messages for a variety of media.**

All proposals presented to client participants will focus on specific executions in a variety of media: digital online, analog offline, special events and supplemental collateral design.

**SLO5: Work cooperatively and efficiently in a team environment.**

Students will work in small groups (see process below) to develop marketplace communications/advertising plans for specific client participants. At least one of these participating clients will be a public interest group possibly affiliated with The University of Florida.

**SLO6: Give professional and informative oral presentations of advertising recommendations.**

A requirement of the course is a formal presentation made by each group to the client. The client will receive the recommendations in oral and material (PowerPoint) form. Each client will be asked to provide a brief critique at the time of the presentation. The critique will focus on how well the groups addressed the marketplace communications problem.

**SLO7: Identify and compare media, research and consumer information and critically analyze their implications for advertising and promotion.**

In addition to the projects, students will be given current topics (see example list below) about marketplace issues that focus on changes in the communications industry. Students will be required

to seek, find, discuss and turn in their position on the topic, using supportive information from secondary research.

## **Course Structure**

The 'Great Ideas' course offers students the opportunity to interact with real clients, provided by the instructor, with real marketplace communications, advertising and promotional problems. Student teams are required to conduct research and develop plans to address the problems. It is the essence of "reality" in the classroom for Advertising majors.

Students will be briefed by individual clients at the beginning of each project module. In teams, students will create and develop solutions to the client's marketplace challenges and present their recommendations 1. In a Formal PowerPoint Presentation (Examples are online for access by students in the course); and, 2. In writing (maximum two-page document) detailing implementation and rationale. (What did the group recommend and what will those recommendations accomplish?)

## **Recurring Class and Group/Instructor Meetings (See Class Schedule for actual Dates):**

**Class Meetings:** There will be two class meetings for each client (see schedule). There will be an initial meeting with the clients to discuss the issues and assignment. Then 2 to 3 weeks after the client meeting there will be a formal presentation to the client. All students will participate and observe all other team's presentations.

**Group/Instructor Meetings:** There will be meetings between the instructor and each team to review the recommendation by the team. The instructor expects to see ideas and material implementing those ideas. The instructor will provide feedback and recommended changes to the ideas and material.

The timetable follows in the class schedule. This structure will be repeated 3 times in the semester with an abbreviated format for the last project. The content of those meetings is listed below.

**Week 1: Client Meeting to discuss project. The client will present the current communication/advertising problems they are facing and make a specific request for help in solving these problems.**

**Topic Discussion: Current topics will be presented and discussed in class, except for the first week, as per the Topic List found in after the Course Schedule. PLEASE SEE COMPLETE REQUIRMENTS FOR PAPERS**

**Week 2: Group meetings with instructor: Specific content plans in writing presented to instructor (rough images and design in PowerPoint must be included). (10 points will be deducted from project grade for failure to provide a PowerPoint layout at this stage) Instructor will provide critique including recommendations for changing direction/improving on team's recommendations.**

**Week 3 Draft of Great Ideas Marketplace Communications plan (Complete PowerPoint). Include media content recommendations for analog , digital and social media as well marketplace events and promotion plans (10 points deducted from project grade for not having completed PowerPoint presentation).**

**Week 4: Monday: 6 PM Draft of final PowerPoint due to instructor. The revised draft with instructor comments will be returned by the next morning.**

**Tuesday: 6 PM Final PowerPoint presentation and report (\*\*See guidelines above, under course structure, for write-up requirements) due to instructor**

**Wednesday: Class meeting for 10 minute presentations to client (Brief discussion with Client to follow each presentation as next team prepares to present.)**

### Textbook and Materials

There is no textbook, although students may want to explore the many books on creating persuasive messages. Materials will be provided on Sakai and noticed by instructor.

### **Students with Disabilities**

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565), [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Grading**

The grading in the course will be based on the student’s performance as follows:

	<u>Point Allocation</u>
1. Instructor evaluation in consultation with each client based on innovation and completeness of recommendation. Feasibility is a consideration. ( <b><u>See project evaluation rubric below</u></b> )	50%
2. Class topical discussion and written assignment	35%
3. Peer evaluations	15%
TOTAL	<hr/> 100%

Attendance in this course is required as consultation with the instructor as the project progresses is necessary. A letter grade reduction on a project will be assessed for each unexcused absence. Students are required to send an email to the instructor to explain the absence.

“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .”

### Grades

The grading scale for the course is as follows: (no minus grades will be used):

A,	95-100	B-	80-81	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	82-86	C-	70-72	E	59

Presentations will be evaluated by the client and the instructor. Each team will be evaluated on the same criteria, including the most important: Is plan the effective for solving the client’s challenge. Each team will receive a score ranging from 0-100. Input for this will come from the Great Ideas Project Rubric.

### \*Peer Evaluation

All students will evaluate each member of their team, on the following five evaluative items, anchored by 0 (unacceptable) and 4 (excellent):

1. Commitment to the team’s common purpose
2. Efforts in accomplishing group tasks
3. Ideas and contributions in meetings
4. Attitude, friendliness, and respectfulness toward other members
5. Overall contribution to the team’s success

### Academic Dishonesty Policy

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Academic Dishonesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor

### Student Course Evaluations

“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

### Meeting Dates:

<u>Month</u>	<u>Wednesday</u>	<u>Schedule</u>
August	26	Intro to Course <b>First Client Visit</b>
September	2	Group/Instructor Meeting 1
	9	Group/Instructor Meeting 2
	16	<u>Presentation #1</u> <b>Second Client Visit+</b> <u>Topic Discussions 1,3 &amp; 8</u>
	23	No Class
September	30	Group/Instructor Meeting 1
October	7	Group/Instructor Meeting 2
	14	<u>Presentation #2</u>
	21	<b>Third Client Visit</b> Topic Discussion 2, 4 & 5
	28	Group/Instructor Meeting 1

November	4	Group/Instructor Meeting 2
	11	Presentation # 3
	18	<b>Fourth Client Visit</b>
		Topic Discussion 6 & 7
	25	Thanksgiving Break
December	2	Group/Instructor Meeting
December	9	Presentation # 4

### Group Instructor Meetings Schedule

Team #	Meeting Time
1	9:35 AM
2	10:05
3	10:25
4	10:45
5	11:05 PM
6	11:25

### Topics for Great Ideas Class Discussion

Each topic is matched to the syllabus by number and will be covered after the client's initial presentation. Student will find one or more articles or sources about the topic and in 1 to 2 paragraphs taking a position that is supported by the articles on the topic. The summary and a copy of the article or screen shot copy of the article will be turned at the time of the class discussion. This is cannot be a link but a full print out of the article.

Grades will be assigned as exceptional (S+) satisfactory (S) or unsatisfactory (U) based on the level of completeness and timeliness. Late papers will be unsatisfactory. Excuse from the requirement will be made on a case by case basis but the reasoning must be illness or emergency supported by documentation in advance with the exception of extraordinary circumstance. Incomplete papers will be also considered unsatisfactory.

**Topics:**

1. **Social Media Advertising...Success or Failure**
2. **Content Marketing: What is it and how does it work?**
3. **Will ‘Ad Block’ and other tools Kill Advertising**
4. **The future of TV and Radio and the associated advertising**
5. **Are newspapers dead**
6. **Other forms of future advertising outside of the internet**
7. **Behavior/Content Analytics**
8. **Bots**

**Great Ideas Project Evaluation Rubric**

Great Ideas Class Semester_____				
Group # Name	Exceptional	Satisfactory	Marginal	Unsatisfactory
	A	B	C	D
<b>Acquiring Competencies</b>				
<i>This step refers to acquiring strategies and skills needed to solve the problem as presented by the client and the instructor.</i>				
<b>Taking Risks</b>				
<i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial</i>				



<i>topics, advocating unpopular ideas or solutions.</i>				
<b>Solving Problems</b>				
Does the solution provide by the student group proposal directly address the client's problems?				
<b>Innovative Thinking</b>				
<i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>				
<b>Reasonable Solution</b>				
<b>Are the recommendations as reasonable and applicable as they are innovative?</b>				

Note: If there is little or no presentation an E will be assigned.