

Cover Sheet: Request 14491

ADV 3XXX Digital Media Sales

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jennifer Goodman rgoodman@jou.ufl.edu
Created	11/27/2019 12:43:13 PM
Updated	1/15/2020 3:34:06 PM
Description of request	Add Digital Media Sales to advertising curriculum and offer as part of a proposed certificate in Media Sales and Account Management

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Advertising 012302000	Jennifer Goodman	This course has been approved at both the department and college level	11/27/2019
No document changes					
College	Approved	JOU - College of Journalism and Communications	Michael Weigold		12/2/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/2/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14491

Info

Request: ADV 3XXX Digital Media Sales

Description of request: Add Digital Media Sales to advertising curriculum and offer as part of a proposed certificate in Media Sales and Account Management

Submitter: Jennifer Goodman rgoodman@jou.ufl.edu

Created: 1/15/2020 3:31:36 PM

Form version: 2

Responses

Recommended Prefix ADV

Course Level 3

Course Number xxx

Category of Instruction Intermediate

Lab Code None

Course Title Digital Media Sales

Transcript Title Digital Media Sales

Degree Type Baccalaureate

Delivery Method(s) Online

Co-Listing No

Effective Term Fall

Effective Year 2020

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Provides a solid understanding of digital media sales and the digital environment. Student will be able to identify & explain key concepts related to sales efforts in digital and social media, implement digital and social media sales efforts, and justify integrated efforts with research, measurements and trends.

Prerequisites ADV 3008 (C), MAR 3023 (C)

Co-requisites N/A

Rationale and Placement in Curriculum This course is a part of a proposed certificate program in media sales and account management. It meets the demands of a quickly evolving profession that is being driven by both traditional and digital media. This class focuses on the growth, expansion, and changes in the digital media space. It teaches students how to understand the numerous and ever-evolving digital media options and choose client solution that are based on research, measurements and trends. Given that media sales is a \$3.8 billion industry, 51% of ad spending is now in the digital space only, and most sales professionals are trained in a single media channel, this class fills a void in the education of future media salespeople.

Course Objectives Students will have a solid understanding of digital media sales, the digital environment, and how to:

1. Identify and explain key concepts related to sales efforts in digital and social media
2. Implement digital and social media in sales efforts for either business to business (B2B) or business to consumer (B2C)
3. Explain ways that social media complements face-to-face sales activities
4. Develop a B2C or B2B digital media plan and justify integrated efforts with research, measurement, and trends

Course Textbook(s) and/or Other Assigned Reading Engage! The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in the New Web. Solis, Brian (2012). New York: John Wiley and Sons, Inc.

Facebook for Business Owners. Tom Corson-Knowles (2013).

Additional readings such as:

1. 11 Benefits of Digital Marketing over Traditional Marketing <https://technians.com/blog/benefits-digital-marketing-over-traditional-marketing/>

2. 8 Instagram Trend to Watch Out for in 2019

<https://www.forbes.com/sites/lilachbullock/2019/01/21/8-instagram-trends-to-watch-out-for-in-2019/#353b9d7b390c>

3. Differences in Selling B2B vs. B2C <http://www.forbes.com/sites/chuckcohn/2015/06/16/differences-in-selling-b2b-vs-b2c/#83205581314f>

Weekly Schedule of Topics Week 1: Industry history and consumer behavior

Week 2: Traditional marketing models

Week 3: Benefits of digital vs traditional media

Week 4: Selling on the web: B2C and B2B

Week 5: Digital advertising formats and platforms

Week 6: Measurability of digital media

Week 7: Social media trends

Week 8: Conversation prism

Week 9: The power of search

Week 10: Competitive research, understanding your audience, geo-location

Week 11: Crafting media plan proposals for business-to-business and business-to-consumer focused organizations

Week 12: Influencers

Week 13: Improving signal-to-noise ratio

Week 14: The social marketing compass

Week 15: Fusing the me in social media and the we in the social web

Week 16: Final presentations (at assigned UF final time/day)

Grading Scheme A 100% to 93%

A- < 93% to 90%

B+ < 90% to 87%

B < 87% to 83%

B- < 83% to 80%

C+ < 80% to 77%

C < 77% to 73%

C- < 73% to 70%

D+ < 70% to 67%

D < 67% to 63%

D- < 63% to 60%

F < 60% to 0%

Discussion posts: 25%

Two quizzes: 20%

Research paper: 20%

Final project: 35%

Rubrics are in the syllabus with more detail.

Discussion posts: 30% content, 30% post connects to course materials, 20% original insight, 20% mechanics

Research paper: has multiple checkpoints with rubrics including final paper rubric (see syllabus)

Final project: see syllabus for rubric

Instructor(s) TBD

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

ADV XXXX: DIGITAL SALES

FALL 2020 | COLLEGE OF JOURNALISM AND COMMUNICATIONS | UNIVERSITY OF FLORIDA

INSTRUCTOR: TBA **SECTIONS:**

EMAIL: TBA

MEETING TIME

- This course is asynchronous
- All lectures will be recorded and available on Canvas
- Check Canvas for course announcements, weekly modules, lectures, assignment details, and due dates

CONTACT

- If you have questions on course content or assignments, please email me directly. I will do my best to get back to you within 48 hours
- If you think your question could be helpful for other students as well, please use the Discussion Forum – ‘General Course Questions’ so that everyone can see your questions and my answers

COURSE WEBSITE & ACCESS

- This course is accessible via Canvas. Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button.
- Login with your GatorLink username and password
- Your course will be listed in the Courses menu in the top left navigation bar of the canvas. You might have to click on View All at the bottom depending on how many courses you have taken at UF

COURSE PHILOSOPHY

- Whether your goal is to work in digital media sales for a publisher in the advertising industry, or increase sales utilizing digital media selling tools and best practices for your own business, this course will help you understand digital media concepts better and how applications of various tools can assist you to become more successful
- Course textbooks and articles are supplemental elements to engaging lectures. My goal is to not only provide you with industry information and current digital media trends, but also to paint the picture with real life examples and applications
- My role, as your instructor, is to encourage you and push you to not only understand the concepts planned for each lesson, but more importantly, how to think strategically and develop successful digital media plans for prospective clients and/or customers
- This course is delivered online asynchronously and will require every participant to stay engaged throughout the duration of the term. Interactive participation will be pivotal for a maximized learning experience

LEARNING GOALS

At the end of the class, you should have a solid understanding of digital media sales, the digital environment and how to:

- Identify and explain key concepts related to sales efforts in digital and social media
- Implement digital and social media in sales efforts for either B2C and B2B
- Explain ways that social media complements face-to-face sales activities
- Develop a B2C or B2B digital media plan and justify integrated efforts with research, measurements and trends

REQUIRED TEXTBOOKS & ADDITIONAL MATERIALS

COURSE TEXTBOOKS:

- Essential: The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in

Original file: digital sales UCC update .docx

- Engage! The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in the New Web . Solis, Brian (2012). New York: John Wiley and Sons, Inc.
- Facebook for Business Owners . Tom Corson-Knowles (2013).

ADDITIONAL REQUIRED READINGS:

- 11 Benefits of Digital Marketing over Traditional Marketing

↑ <https://technians.com/blog/benefits-digital-marketing-over-traditional-marketing/>

- 2015 Consumer Usage Digital Trends
<http://www.iab.com/wp-content/uploads/2016/04/IAB-Report-2015-Year-in-Review-Consumer-Usage-Digital-Trends-Final.pdf>
- A Brief History of Media Measurement

↑ <https://medium.com/@brentmerritt/a-brief-history-of-media-measurement-f1f28aa807ce>

- Unilever is Working on a Cross-Media Measurement Model to Help Gauge Campaign Effectiveness

↑ <https://www.adweek.com/digital/unilever-is-working-on-a-cross-media-measurement-model-to-help-gauge-campaign-effectiveness/>

- 8 Instagram Trend to Watch Out for in 2019

↑ <https://www.forbes.com/sites/lilachbullock/2019/01/21/8-instagram-trends-to-watch-out-for-in-2019/#353b9d7b390c>

- Salesforce Advertising Index, 2018 Annual Report
<https://www.marketingcloud.com/sites/exacttarget/files/deliverables/q4-2018-advertising-index-salesforcemarketingcloud.pdf>
- How to Reach Baby Boomers, Gen-Xers and Millennials with Your Online Marketing
<https://www.quicksprout.com/2016/07/08/how-to-reach-baby-boomers-gen-xers-and-millennials-with-your-online-marketing/#more=36018>
- 10 Tips on How to Research Your Competition
<http://www.inc.com/guides/201105/10-tips-on-how-to-research-your-competition.html>
- What is SEM & Paid Search Marketing
<http://searchengineland.com/guide/what-is-paid-search>
- Why SEO is Actually All About Content Marketing
<https://blog.kissmetrics.com/seo-is-content-marketing/>
- The Changing TV Experience: Attitudes and Usage Across Multiple Screens
<http://www.iab.com/wp-content/uploads/2015/05/TheChangingTVExperience.pdf>
- User Experience: Designing Your Website for B2B vs. B2C
<https://www.semrush.com/blog/user-experience-designing-your-website-for-b2b-vs-b2c/>
- Differences in Selling B2B vs. B2C
<http://www.forbes.com/sites/chuckcohn/2015/06/16/differences-in-selling-b2b-vs-b2c/#83205581314f>
- The Definitive Guide to Influencer Targeting
<https://blog.kissmetrics.com/guide-to-influencer-targeting/>
- Defining and Measuring Digital Ad Engagement in a Cross-Platform World
<https://www.iab.com/wp-content/uploads/2015/05/Ad-Engagement-Spectrum2014-FINAL2-5-2014-EB.pdf>
- How to Build Your Brand, Think Bigger and Develop Self Awareness
<https://www.youtube.com/watch?v=xg2ygCywnd4>

TECHNICAL REQUIREMENTS

As part of this course, you will be required to submit assignments that will require the use of technology. For this class, you will need:

- Microsoft Word, Excel, PowerPoint. Students can obtain free Office 365 software
<http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/get-o365-proplus/>
- Recording Device: Webcam on computer (Desktop or Laptop) OR Digital Camera/Video Recorder/Phone
- Free screen recording software is available from various sources such as <https://screencast-o-matic.com/home>
- YouTube or Vimeo account to upload and host presentations

COURSE POLICIES

ATTENDANCE POLICY:

Original file: digital sales UCC update .docx

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, you are expected to sign into the course site at least once each day to check for course updates in the Announcements and Discussion sections of the site. Additionally, you are expected to watch lectures and complete readings and assignments accordingly. This policy is consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> . The policy for excused absences follow UF policy. In general, acceptable reasons for absence from or failure to participate in class include illness (with medical documentation), serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate, or court-imposed legal obligations (e.g., jury duty or subpoena).

LATE WORK AND MAKE-UP POLICY:

Deadlines are critical to this class. All work is due on or before the due date. In the event that you have an excused absence (see above), you will be given a reasonable amount of time to make up the material and activities covered. Please see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> for additional information on UF policy regarding religious holidays, illness, and 12-day rule . There will be no credit for late work.

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

EMERGENCY AND EXTENUATING CIRCUMSTANCES POLICY: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/> .

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.a.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.a.ufl.edu/public-results/> .

NETIQUETTE: COMMUNICATION COURTESY

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

CLASS DEMEANOR

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to watch the lectures, actively participate, and meet all deadlines.

Work assigned in advance of class should be completed as directed. Full participation in online discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

COURSEWORK SUBMISSIONS & DEADLINES

This syllabus and all lectures, assignments, discussion items, instructions are on the course website in Canvas. Lectures provided by the instructor are intended to lead into the week's assignments. You are required to watch the lectures.

ASSIGNMENT	SUBMIT TO CANVAS	WEEK @ 11:59p
Weekly Reading Discussions	Submit for instructor feedback Weeks 1, 4, 5, 9, 10, 11	Sundays
Quizzes	Submit for grading Weeks 6, 14	Sundays
Research Paper	Initial Focus & Company Selection due Week 2 Competitive Focus Outline due Week 4 Research Paper due Week 8	Sundays
Final Project & Video Presentation	Digital Media Plan Final due Week 12 Power Point Presentation Slides due Week 16 Video Presentation Delivery due Week 16	Sundays by Video Presentation is due designate

GRADING STRUCTURE

LETTER GRADES:

A	100%	to	93%
A-	<	to	90%
B+	<	to	87%
B	<	to	83%
B-	<	to	80%
C+	<	to	77%
C	<	to	73%
C-	<	to	70%
D+	<	to	67%
D	<	to	63%
D-	<	to	60%
F	<	to	0%

GRADE COMPOSITION:

Discussions Posts (6).	25%
Two (2) Quizzes.	20%
Research Paper (1).....	20%
Final Project (1).....	35%
Total.	100%

There will be various assignments throughout the course including weekly discussion posts, quizzes, and two projects.

I do round up to next decimal. 92.7 is an A. Current UF grading policies for assigning grade points: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

This course will be rigorous but it will also be very informative to

you. Start your projects early, manage your time, review your text notes and re-listen to the lectures. Most importantly, make sure you **always** ask questions. You should be very successful in class and more importantly in your job if you follow this procedure.

COURSE & ASSIGNMENT DETAILS

WEEKLY DISCUSSIONS (7 TOTAL):

Each week you will be assigned readings from the required textbooks and articles listed on the syllabus. Readings will supplement each lecture. Every week, students will be expected to participate in a discussion posts (500 word minimum), showcasing their understanding for that week’s topics of discussion.

Time management is critical and the suggested preparation work flow is as follows:

- Read assigned chapters and articles first
- Watch the lecture
- Participate in weekly discussion post using key take-aways from the readings and lectures

The purpose of the weekly discussion assignment is to stimulate deeper understanding and application of the various topics discussed in lecture. Student are NOT required to comment on other students’ weekly posts, however, everyone is highly encouraged to review other classmates’ responses and provide constructive commentary if desired.

Once your post has been submitted, you will not be able to edit further, so make sure you take your time and proofread your content prior to submission.

CRITERIA	EXCELLENT	GOOD	
TENT 30	POST ADDRESSES ALL QUESTIONS ASKED; IS APPROPRIATE LENGTH AND INCLUDES ORIGINAL THOUGHT. INFORMATION CLEARLY RELATES TO THE MAIN TOPIC. INCLUDES SEVERAL SUPPORTING DETAILS AND/OR EXAMPLES.	ORIGINAL POST IS APPROPRIATE LENGTH, BUT IDEAS DEVELOPED FOR DISCUSSION ARE MINIMAL OR VAGUELY DEVELOPED. INFORMATION MARGINALLY RELATES TO THE MAIN TOPIC. NO DETAILS AND/ OR EXAMPLES ARE GIVEN.	F A A C B D
POST CONNECTS TO COURSE MATERIALS 30	AUTHOR MAKES CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION, CURRENT EVENTS, ETC.	AUTHOR MAKES SOME CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION OR CURRENT EVENTS, BUT CONNECTIONS ARE NOT SUFFICIENT OR CLEARLY EXPLAINED.	A C F E

CRITERIA	EXCELLENT	GOOD	
INSIGHT 20	CONTRIBUTION IS THOUGHTFUL, ANALYTICAL AND ORIGINAL	CONTRIBUTION SHOWS ADEQUATE EVIDENCE OF ORIGINAL THOUGHT,	C I I

	ANALYTICAL, AND ORIGINAL.	BUT LACKS IN ORIGINALITY.	
ANICS 20	PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE RESPONSE.	SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE UNDERSTANDING.	

QUIZZES (2 TOTAL) :

Concepts discussed in class and the textbooks will be tested throughout the course in the form of quizzes. Students are expected to have read the material to succeed. Quizzes may be delivered in the form of multiple choice and true/false.

All quizzes will be timed at 60 minutes, each delivered for assessment one at a time. Please make sure you are prepared having read all assigned readings and watched weekly lectures prior to attempting the assessment. Quizzes are intended to maintain students to date with the lectures.

Grades will be available soon after the completion of the assessment. **Correct answers will be available every Monday following the quiz at 12:00am ET.**

Research paper: BRAND DEEP DIVE (TOTAL 100 PTS) :

Competitive research is the key to building any business and driving sales. This project will be the building base for the final project of the class. Students are expected to select a business in their industry of choice and put together a competitive analysis presentation. Detailed expectations for this assignment and all questions will be answered on the first lecture module in order to prepare students.

The purpose of this project is to assess understanding of the competitive environment in the field or industry selected by the student. Student must select a brand for this project and use throughout the semester. Students will research various competitors’ digital efforts and study the effectiveness and justification of different digital outlets and executions.

Student must also select 3 or 4 competitive brands to investigate. Student will be required to provide both quantitative and qualitatively evidence of various digital efforts via all different outlets. Personal insight utilizing key learned concepts from lecture is required.

EXAMPLE:

Focus: B2B

Industry

Selected: Soft

Beverages

Company/Brand

Selected:

Coca Cola

Competitors:

7Up, Pepsi, Dr

Pepper

7Up:

- Advertising Digital Efforts:
 - Social Media: Include all outlets, examples of metrics, creative digital executions.
 - Paid Media: Include all outlets, examples of metrics, creative digital executions.
 - Earned Media: Include all outlets, examples of metrics, creative digital executions.
- Analysis of why the brand team selected one digital media more over another?
- Insight and examples
- Industry Trends Affecting the Industry

PROJECT FORMAT & GRADE ALLOCATION

In order to ensure students stay on track throughout the semester, there will be checkpoints where materials will be due in order to alleviate work load and promote success in the assignment and part of total points for midterm assignment.

- **Initial Focus & Company Selection (Due Week 2, 10 pts)**

Description: Students must select their brand and competitors and email the instructor before the end of week 2 for approval.

Original file: digital sales UCC update .docx

CRITERIA	KCELLENT 10-8 PTS	GOOD 7-5 PTS	POOR 4-1 PTS
SUBMISSION, CONTENT, REASONING	SUBMITTED ON TIME AND STUDENT THOROUGHLY ANSWERS THE QUESTION PROVIDING MULTIPLE REASONS FOR SELECTION.	SUBMITTED ON TIME AND STUDENT ANSWERS THE QUESTION PROVIDING SOME REASONS FOR SELECTION.	SUBMITTED ON TIME BU STUDENT FAILS TO ANSWER THE QUESTION AND DOES NOT PROVID REASONING FOR SELECTION.

- Competitive Focus Outline (10 PTS Due Week 4)**

Description: Select 3-4 competitors for your research assignment and provide an outline organizing top-line information that will be critical to understanding the reasoning behind the selections.

Number of Competitors for Analysis: Three (3) or Four (4) Length: Outline in Bullet Form / Agenda Format for Research Paper Flow || Document Format: PDF

CRITERIA	KCELLENT 10-8 PTS	GOOD 7-5 PTS	POOR 4-1 PTS
SUBMISSION, CONTENT, REASONING	SUBMITTED ON TIME, TOP LINE AND THOROUGH INFORMATION OF 3-4 COMPETITORS IS PROVIDED.	SUBMITTED ON TIME, TOP LINE INFORMATION OF 3-4 COMPETITORS IS PROVIDED, BUT COULD HAVE EXPANDED FURTHER.	SUBMITTED ON TIME, FAILS TO PROVIDE INFORMATION OF 3-4 COMPETITORS.

- Research Paper (80 PTS Due Week 8)**

Media Channels to Analyze: Owned Media, Paid Media, AND Earned Media Number of Competitors for Analysis: Three (3) or Four (4)

Length: Paper must be at least 4 pages, double spaced (at least 1,000 words) Maximum pages allowed is 7 pages, double spaced ||

Document Format: PDF

CRITERIA	EXCELLENT	GOOD
ORGANIZATION	UTILIZES THE CHECKPOINTS EFFECTIVELY GIVING CAREFUL THOUGHT AND INSIGHT TO FOCUS AND COMPETITOR SELECTIONS.	UTILIZES THE CHECKPOINTS EFFECTIVELY GIVING CAREFUL THOUGHT AND INSIGHT TO FOCUS AND COMPETITOR SELECTIONS.
10	THE INFORMATION IS ORGANIZED EFFECTIVELY AND PRESENTED LOGICALLY WHERE IDEAS CLEARLY TRANSITION FROM ONE TO ANOTHER.	THE INFORMATION IS ORGANIZED WELL BUT LACKS LOGICAL ORDER AND CLEAR TRANSITIONS.
	EFFECTIVELY	
	UNDERSTANDS THE	UNDERSTANDS SOME OF
DETAILED EVIDENCE ON COMPETITIVE SELECTIONS	VARIOUS DIGITAL MEDIA CHANNELS AND CAN ALIGN THE VARIOUS COMPETITOR'S DIGITAL EFFORTS WITH THE	THE DIGITAL MEDIA CHANNELS AND CAN ALIGN SOME OF THE COMPETITOR'S DIGITAL EFFORTS WITH THE
25	CORRECT MEDIA CHANNEL.	CORRECT MEDIA CHANNEL.
	PROVIDES DETAILED	PROVIDES INFORMATION
	INFORMATION FOR EACH	FOR EACH COMPETITOR.

	COMPETITOR.	
		PROVIDES COMPLETE
	PROVIDES COMPLETE	QUANTITATIVE AND
	QUANTITATIVE AND	QUALITATIVE DATA AND
QUANTITATIVE & QUALITATIVE COMPETITIVE ANALYSIS	QUALITATIVE DATA AND ANALYSIS OF DIGITAL EFFORTS DISCOVERED FOR ALL COMPETITORS.	ANALYSIS OF DIGITAL EFFORTS DISCOVERED FOR ALL OF COMPETITORS.
20	PROVIDES CITED REASONS FOR INDUSTRY TRENDS	PROVIDES CITED REASONS FOR SOME INDUSTRY
	DRIVING SPECIFIC DIGITAL	TRENDS DRIVING SPECIFIC
	ADVERTISING DECISIONS.	DIGITAL ADVERTISING
		DECISIONS.

CRITERIA	EXCELLENT	GOOD
NICS 5	PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE RESPONSE.	SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE UNDERSTANDING.

FINAL PROJECT & VIDEO PRESENTATION (100 PTS)

Utilizing competitive research findings from the mid-course project, students will put together a complete digital media plan to present via video along with a PowerPoint Presentation. Students are expected to apply key learnings from all lectures and readings to design their presentation. Students are also required to develop creative digital activations for their business and provide logical rationale for each activation.

The purpose of this project is to assess understanding of the steps required to develop a digital media plan with either a B2B or B2C focus. Students will be required to implement the competitive research gathered from the mid-course project with derived logical justification for creative ideation for their various digital activations for their selected company or brand.

PROJECT FORMAT & GRADE ALLOCATION

In order to ensure students stay on track to deliver a quality final project, there will be one (1) checkpoint where materials will be due in order to alleviate work load and promote success in the assignment.

- **Digital Media Plan Final (100 PTS TOTAL - 3 PARTS)**

Description: Using peer feedback along with additional class material, students will improve on their existing digital media plan.

Final digital media plan must include:

- Proposed campaign dates with justification
- Competitive research relevant to their business focus and industry
- Creative ideas for digital executions
- Justification for ideas and digital media outlets selected
- Graphics and creative examples of executions
- Industry trends and reasoning for digital choices

- **PART 1 - Digital Plan**

Format: PDF

Length: Plan must be at least 4 pages, double spaced (at least 1,000 words) Maximum pages allowed is 7 pages, double spaced

- **PART 2 - Power Point Presentation Slides**

Description: Students will need to present their media plan in the form of a PowerPoint presentation as part of their pitch. The presentation should be engaging and include pertinent information, creative examples, and any other information the student believes necessary to convey their sales pitch.

Format: PowerPoint Slides converted into PDF

Length: Minimum 14 slides. Please limit your presentation to 20 slides

• **PART 3 - Video Presentation - Delivery**

Description: Students will need to orally deliver their digital media plan pitch via a video presentation with the aid of their PowerPoint slides. Students will record presentation and upload to YouTube or

Vimeo account. Students will submit link to presentation in assignment. **Format:** URL link to presentation hosted by YouTube or Vimeo

Length: Minimum 7 minutes. Please limit your presentation to 10 minutes.

CRITERIA	EXCELLENT	GOOD	
ORGANIZATION & COHERENCE	USES LOGICAL STRUCTURE	USES LOGICAL STRUCTURE APPROPRIATE TO SUBJECT, PURPOSE AND AUDIENCE. MOST IDEAS ARE DEVELOPED WELL. SOME LOGICAL LINKS MAY BE FAULTY, BUT EACH SECTION RELATES TO THE CENTRAL IDEA.	FAIL
	APPROPRIATE TO SUBJECT,		STR
	PURPOSE AND AUDIENCE.		TO
	IDEAS ARE DEVELOPED		AUI
	WELL AND TRANSITIONS		ARE
	ARE LOGICAL GUIDING		IDE
15	READERS THROUGH CHAIN	CEN	
SUPPORT & RESEARCH	OF REASONING.	OFFERS REASONING TO	OFI
	USES RESEARCH	SUPPORT POINTS USING	GEN
	APPROPRIATELY AND	VARIED RESEARCH.	SUF
	EFFECTIVELY, PROVIDING	INTERPRETS EVIDENCE BUT	DEF
	SUFFICIENT EVIDENCE AND	EXAMPLES MAY BEAR SOME	UN:
	15	EXPLANATION TO	RELEVANCE.
CREATIVITY & ENGAGEMENT	CONVINCE.	CONTENT DEVELOPED FOR	COI
	CONTENT DEVELOPED FOR	THE VARIOUS DIGITAL	VAF
	THE VARIOUS DIGITAL	EXECUTIONS IS RELEVANT	SOI
	EXECUTIONS IS RELEVANT	AND ENGAGING. STUDENT	FAI
	AND ENGAGING. IT IS	SHOWS STRONG	FOF
	EVIDENT STUDENT	UNDERSTANDING FOR	THE
25	UNDERSTANDS EACH TYPE	EACH TYPE OF DIGITAL	SEL
OF DIGITAL MEDIA AND	HOW TO EFFECTIVELY	MEDIA AND HOW TO	ENC
HOW TO EFFECTIVELY	CREATE ENGAGING AND	EFFECTIVELY CREATE	
CREATE ENGAGING AND	CONTENT FOR THE	ENGAGING AND CONTENT	
CONTENT FOR THE	SELECTED BRAND.	FOR THE SELECTED BRAND.	
SELECTED BRAND.			

CRITERIA	EXCELLENT	GOOD	
PRESENTATION 25	DELIVERY IS POISED, CONTROLLED AND VOICE IS CLEAR.	DELIVERY IS SOMETIMES POISED, CONTROLLED WITH A CLEAR VOICE, BUT SOMETIMES IT IS NOT.	DEL
	GOOD LANGUAGE SKILLS AND PRONUNCIATION IS USED.	GOOD LANGUAGE SKILLS AND PRONUNCIATION IS USED BUT SOME WORDS MAY BE HARD TO HEAR.	COI
	SLIDES ARE WELL PREPARED, INFORMATIVE, AND NOT DISTRACTING WITH MORE OF A VISUAL FOCUS.	SOME SLIDES ARE WELL PREPARED, INFORMATIVE, AND NOT DISTRACTING WITH MORE OF A VISUAL FOCUS.	NO
	LENGTH OF VIDEO PRESENTATION IS 7-10 MINUTES.	PRESENTATION IS SLIGHTLY SHORTER OR LONGER THAN REQUIRED.	MA
	INFORMATION IS WELL COMMUNICATED.		PRC
			WC

CLASS SCHEDULE - FALL 2020

(Subject to minor changes as the semester progresses. Advance notice will be given.)

WEEK	TOPIC	READINGS
	<u>Course Introduction</u> Review syllabus, expectations, assignments.	<i>Engage</i> : Chapters 1-3
1	<u>Industry History & Consumer Behavior</u> What is digital media? How are people consuming media today? How does consumer behavior affect the way people think, consume and make decisions online? Old Media vs. New Media. Social Media Manifesto.	<i>Article(s):</i> IAB's Consumer Usage Digital Trends <i>Facebook For Business Owners:</i> Chapters 1-5
2	<u>Traditional Marketing Models</u> What is traditional media and what are some examples?	<i>Engage</i> : ↑ Chapters 4-6
3	<u>Benefits of Digital vs. Traditional Media</u> Why choose one over the other?	Article: 11 Benefits of Digital Marketing over Traditional Marketing - - -
4	<u>Selling on the Web: B2C & B2B</u> Understanding the difference between selling on the web directly to consumers versus selling on the web to other businesses. Different scenarios will be explored to build a foundation for future topics.	<i>Article(s):</i> User Experience: Designing Your Web: for B2B vs. B2C Differences in Selling B2B vs. B2C

WEEK	TOPIC	READINGS
5	<u>Digital Advertising Formats & Platforms</u> Choosing the right formats and platforms for your brand.	<i>Engage</i> : Chapters 7-9 <i>Article(s):</i> Defining and Measuring Digital Ad Engagement in a Cross-Platform World
6	<u>Measurability of Digital Media</u> Evaluating the best use of digital media throughout consumer journey. How to measure performance across units.	Article: A brief history of media measurement Unilever Is Working on a Cross-Media Measurement Model to Help Gauge Campaign Effectiveness
7	<u>Social Media Trends</u> A look at Facebook, Twitter, LinkedIn, Instagram and important trends to note.	Article: 8 Instagram Trends To Watch Out For In 2019
8	<u>Conversation Prism</u> Comprehensive and structured view of the Social Web, as well as the networks and communities that define it.	- <i>Engage</i> : Chapter 18, 24, 25 <i>Article(s):</i> Salesforce Advertising Index, 2015 Annual Report
9	<u>The Power of Search</u> Understanding the role of search engines in the consumer buying process.	<i>Article(s):</i> What is SEM & Paid Search Marketing?

		Why SEO is Actually All About Content Marketing
10	<p><u>Competitive Research: Understanding Your Audience</u> Learn about your audience, how to reach them. Learn about your competition, how they interact with their customers.</p> <p><u>Geo-Location</u> Targeting local to improve your marketing results and drive sales.</p>	<p><i>Article(s):</i> How to Reach Baby Boomers, Gen-Xers and Millennials with Your Online Marketing</p> <p>10 Tips on How to Research Your Competition</p> <p><i>Facebook For Business Owners:</i> Chapters 6-10</p> <p><i>Engage :</i> Chapter 10</p>
11	<p><u>Crafting Media Plan Proposals for Business-to-Business and Business-to- Consumer Focused Organizations</u> What is a RFP? What is a media plan? What is an insertion order? Outline key players, processes and steps for effective planning.</p>	<p><i>Engage :</i> Chapters 11-13, 21, 26</p>

WEEK	TOPIC	READINGS
		<i>Engage :</i> Chapters 16, 19
12	<p><u>Influencers</u> What are influencers in new media and what value can they bring to a brand?</p>	<p><i>Article(s):</i> The Definitive Guide to Influencer Targeting</p> <p><i>Video:</i> How to Build your Brand: Think Big Develop Self Awareness</p>
13	<p><u>Improving Signal-to-Noise Ratio</u> How to avoid social network fatigue.</p>	<p><i>Engage :</i> Chapters 14-15, 17</p>
14	<p><u>The Social Marketing Compass</u> What is the social marketing compass, key players, platforms and emotions.</p>	<p><i>Engage :</i> Chapters 20-23</p>
15	<p><u>Fusing The Me in Social Media and the We in the Social Web</u> The butterfly effect and building a positive reputation online. Defining rules of engagement.</p>	
16	<p><u>Powerpoint and Video presentation</u></p>	

TECHNICAL HELP

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu

Original file: digital sales UCC update .docx

- (352) 392-HELP – select option 2
- <https://lss.atufl.edu/help.shtml>
- Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.
- Microsoft Word, PowerPoint, Excel
 - <http://www.it.ufl.edu/gatorcould/free-office-365-downloads/> for Office 365 for UF students.

OTHER RESOURCES

Other are available at <http://www.distance.ufl.edu/getting-help> for:

- ∇ Counseling and Wellness resources
 - o <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- ∇ Disability resources
- ∇ Resources for handling student concerns and complaints
- ∇ Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

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. 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>

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

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. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

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, 352-392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Response to UCC required changes to ADV 3XXX Digital Media Sales

Thank you for your thorough feedback. The updated syllabus has yellow highlighted sections to indicate changes to make it easier to review. Below is each point you asked to be addressed along with responses and guidelines on how to easily find the changes.

- **Why are there 5 contact hours for a 3 credit hour non-lab course?**

This has been changed to 3 hours to accurately reflect the credit hours.

- **Week 16 (or final week of semester) is reserved for final exams by UF policy.**

The syllabus has been changed to reflect and clearly adhere to UF policy. On page 6, it shows that the final presentation will be due at the end of the UF designated finals time/day block. Thus, if the assigned final day/time was Thursday 10-noon, it would be due Thursday at noon. The final presentation due date is also updated on page 20 in the table (see Week 16).

- **Late and make-up policy in attached syllabus is not exactly aligned with UF policy. However, “yes” was selected in form, please correct attendance policy for course to be in compliance.**

This has been corrected on pages 3-4. Note that the attendance policy on the same page has been also updated with UF’s language even though the committee did not specifically ask for this change.

Old language: LATE WORK AND MAKE-UP POLICY:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be granted for extenuating circumstances such as catastrophic emergencies or major illness that can be documented. Minor inconveniences such as family vacation, work conferences, or minor illnesses are not valid reasons for extensions. There will be no credit for late work.

New language: LATE WORK AND MAKE-UP POLICY:

Deadlines are critical to this class. All work is due on or before the due date. In the event that you have an excused absence (see above), you will be given a reasonable amount of time to make up the material and activities covered. Please see: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> for additional information on UF policy regarding religious holidays, illness, and 12-day rule . There will be no credit for late work.

Also note that in the paragraph above, excused absences are defined following UF guidelines.