

Cover Sheet: Request 14490

ADV 3XXX Cross Media Selling

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jennifer Goodman rgoodman@jou.ufl.edu
Created	11/26/2019 3:23:12 PM
Updated	1/14/2020 12:27:32 PM
Description of request	To add Cross Media Selling to our curriculum as part of a Cross Media Sales and Account Management certificate.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Advertising 012302000	Jennifer Goodman	This course has been passed at both the department and College level	11/26/2019
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 14490

Info

Request: ADV 3XXX Cross Media Selling

Description of request: To add Cross Media Selling to our curriculum as part of a Cross Media Sales and Account Management certificate.

Submitter: Jennifer Goodman rgoodman@jou.ufl.edu

Created: 1/14/2020 11:58:42 AM

Form version: 2

Responses

Recommended Prefix ADV

Course Level 3

Course Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Cross Media Selling

Transcript Title Cross Media Selling

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 Students will explore traditional and digital media landscapes as well as the fundamental ways to create client-centered, holistic solutions using cross media platform selling. This course will deep dive into real-life examples and scenarios as well as give students hands-on experience with this type of selling.

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. 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 cross media sales. Despite media sales being a \$3.8 billion industry, being considered one of the most crucial aspects of the advertising industry, and the average company using at least 6 communication channels, the sales force has stagnated in its education of its employees. Most are still trained in a particular medium or professional or retail sales in general rather than multiple media platforms and specifically media sales. This class helps fill the void in media sales profession and education by training across cross media platforms, which is in high demand.

Course Objectives They will have an understanding in:

1. The overall media marketplace and how they are being positioned to clients
2. Types of sales strategies and how to remain ethical in your practice
3. How to pitch to clients, negotiate media plans, and close deals
4. A strong foundation of each media outlet, how each is sold, and pros/cons of each platform
5. A deep understanding of how media outlets work together to create holistic strategies for brands
6. Research and measurement by outlets to help brands understand the effectiveness of their media buys
7. Basics of revenue management (i.e., managing sales pipeline and quotas)

Course Textbook(s) and/or Other Assigned Reading The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research & Buying. Helen Katz, Routledge, 2016.

Weekly Schedule of Topics Week 1: Marketing & Media Landscape (what is media? developing objectives and strategies)

Week 2: The Ins & Outs of selling (effective communication & power of influence)

Week 3: Selling Video (online and offline) (Convergence of TV and Online Video)

Week 4: Selling Audio (Offline & Online) (Standard Radio to Streaming Digital)

Week 5: Selling Print (Offline & Online) (Newspapers, Magazines and Digital Banners)

Week 6: Selling Out-Of-Home (Billboard & Digital) (Capture Mass Reach with Key Out-of-Home Strategies)

Week 7: Innovation, Search & Social (New Ideas for Clients)

Week 8: The Evolution of Media Planning

Week 9: Defining An Audience & Strategy

Week 10: Evaluating & Selecting Media Vehicles (selecting media outlets for proposals)

Week 11: Calculating A Cross-Media Media Plan (Competitive Analysis, How Mediums are Bought & Differ, Budget Strategy)

Week 12: Media Planning Presentation (How to Tell a Story & Sell Your Media Plan Effectively)

Week 13: Revenue Management (Managing Your Sales Pipeline) How to effectively manage a sales pipeline and quota. Effective Questions& Sending Emails (Test Marketing and Experiments)

Week 14: Experimenting, Measurement & Using Campaign to Grow Relationship (Measuring the Effectiveness of Media Outlets & How to Effectively Build a Relationship During Campaigns)

Week 15: The Art of Saying No (Know when to say yes & when you have the right to say no)

Week 16: Final presentation.

Grading Scheme A 100% to 92.5%

A- < 92.5% to 89.5%

B+ < 89.5% to 86.5%

B < 86.5% to 82.5%

B- < 82.5% to 79.5%

C+ < 79.5% to 76.5%

C < 76.5% to 72.5%

C- < 72.5% to 69.5%

D+ < 69.5% to 66.5%

D < 66.5% to 62.5%

D- < 62.5% to 59.5%

F < 59.5% to 0%

Grading:

Discussion Posts (6).....20%

Course Assignments (4).....30%

Media Planning Assessment Test (1).....20%

Final Presentation (1).....30%

There are rubrics for all assignments. Discussion posts and assignments breakdown as: 30% content, 30% connecting to course materials, 20% original insight, 20% mechanics. Final assignment/presentation breakdown as: organization 40%, story 50%, visuals 10%.

Instructor(s) To be determined

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

Response to UCC required changes to ADV 3XXX Cross Media Selling

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 5, 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 5 under “weekly deadlines” and on page 11 in the table (see Week 16). Note the syllabus has been adjusted weeks 13-16 to ensure adherence to UF policy.

- **Course description needs rewriting.**

See page 2 for update under “course description.”

The **old one read** : Twenty years ago, media was much simpler. There were traditional outlets like Network TV, standard billboards and radio. Fast-forward and we’ve entered the digital age. Clients now have so many more outlets to utilize their marketing budgets for and it’s not getting any easier. Success is directly tied to meeting the customer’s needs. Those needs are changing – marketing decisions are made today on criteria that didn’t exist a few years ago. Understanding how to integrate all mediums to create an effective solution is critical. This course teaches students how to create client-centered solutions across all media platforms.

The **new one reads** : In today’s media environment, salespeople do not sell in a single medium (i.e. newspapers, TV) but seek to solve client problems using a variety of media platforms. Therefore, understanding how to sell different media and to describe their strengths and weaknesses and their sometimes unique metrics of performance and value is critical. This course will teach you how to confidently offer client-centered solutions across all important media platforms including traditional (e.g., magazine, TV, radio) and non-traditional platforms (e.g., social media, in-game advertising, etc.).

- **Course objectives are not performative.**

Please see changes on page 2 under “course objectives.” **Old list were not action-oriented (see below) .**

- The overall media marketplace and how they are being positioned to clients
- Types of sales strategies and how to remain ethical in your practice
- How to pitch clients, negotiate media plans and close deals
- A solid foundation of each media outlet, how they’re sold and pros and cons to each platform
- A deep understanding of how media outlets work together to create holistic strategies for brands
- Research and measurement by outlet to help brands understand the effectiveness of their media buys

New set includes :

- Develop, pitch, and negotiate an effective cross-platform media plan.
- Describe the pros and cons of all media platforms
- Understand the effectiveness of media buys using research and performance metrics
- Discuss the synergy of selling across multiple media platforms and how to create holistic strategies for brands

- **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 page 4. Note that the attendance policy on the same page has been also updated

Original file: Response to UCC required changes to ADV 3XXX Cross Media Selling.docx

with UF's language even though the committee did not specifically ask for this change.

Old language: LATE WORK & MAKE-UP POLICY: Because deadlines are critical to this class, you will be expected to complete all course work on or before the due date. Deadline extensions are only granted for emergencies or extenuating circumstances and will require preapproval and proper documentation. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions.

Unless a preapproved extension has been granted, work submitted within 24 hours of the due date will automatically receive a penalty deduction of 25%. No work will be accepted 24 hours after the due date.

Technical Issues uploading work is not a valid excuse for late submissions. If you are having technical difficulties with Canvas, you are expected to submit completed work via email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

New language: LATE WORK & MAKE-UP POLICY: Because deadlines are critical to this class, you will be expected to complete all course work on or before the due date. In the event that you have an excused absence, 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.

Unless a preapproved extension has been granted or you have an excused absence, work submitted within 24 hours of the due date will automatically receive a penalty deduction of 25%. No work will be accepted 24 hours after the due date.

- **Course evaluation link and language in syllabus need updating.**

Page 8 shows the correct updated language:

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 way is available at <https://gatorevals.aa.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.aa.ufl.edu/public-results/> .

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

At the end of the class, you should have a solid understanding of cross media selling including the following.

- Develop, pitch, and negotiate an effective cross-platform media plan.
- Describe the pros and cons of all media platforms
- Understand the effectiveness of media buys using research and performance metrics
- Discuss the synergy of selling across multiple media platforms and how to create holistic strategies for brands

COURSE FORMAT & EXPECTATIONS:

Cross Media Selling is a 16-week course that is divided into 16 modules. Each of these modules contains a designated series of lectures, readings and videos that lead into that respective week's discussion topic and assignments.

Throughout the semester, there will be **6 discussion posts**, **3 assignments**, **1 media planning assessment test** and **1 sales presentation**. All lectures, readings, discussion topics, assignments, reference videos and other instructions are on the course website in [Canvas](#).

You are expected to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students.

OWNERSHIP EDUCATION:

As students, you are not passive participants in this course. All students in the Cross Media Sales program have an interest in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student, which limits the rest of the class from gaining this knowledge.

REQUIRED TEXTBOOK (AVAILABLE ON AMAZON):

[*The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research & Buying*](#) By Helen Katz, Routledge Communication Series, 2016

REQUIRED ARTICLES (AVAILABLE FOR DOWNLOAD): All articles will be available in Canvas for download as well as emailed throughout the semester via announcements or email so check weekly.

PREREQUISITE KNOWLEDGE & TECHNICAL REQUIREMENTS:

Students taking this course should have strong writing skills through academic experience and have the ability to communicate effectively and creatively.

To successfully complete these course assignments, students will need to have access to, and working knowledge of, the following software and web platforms:

- Microsoft Word, PowerPoint
 - UF students can download Office 365 Pro Plus software for free at <http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/>
- Computer webcam (desktop or laptop) or digital/cell phone video camera with working microphone built-in.

TEACHING PHILOSOPHY:

As an educator, I consistently strive to improve the range of knowledge of my students and inspire them to want to learn more about the fundamental concepts of sales, marketing and communication industry today. As an experience marketing and advertising professional, I want to introduce real life concepts that I have encountered and encourage critical thinking. My ultimate goal is to have a healthy balance of class lecture and hands-on learning to give a full breadth of what this field of study is all about.

I approach the assessment of my class two different ways. First, students must be able to master the general concepts and

Original file: Undergraduate- Cross Media Selling Syllabus updated January.docx

terms taught and discussed during the course, which is measured by giving exams throughout the semester. Second, students work on projects that allow them to use real life concepts that apply to the coursework currently being discussed. While my expectations may be high, I offer my time and always make myself available via email since I understand the various schedules of students taking an online course. I also encourage students to submit drafts of projects prior to the due date so I can give feedback and provide guidance to make sure the project is on the right track to a satisfactory grade.

COURSE POLICIES:

You are responsible for knowing and honoring the following Power Presentation course policies:

ATTENDANCE POLICY: Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day throughout the 16-week term to check for course updates in the Announcements and Discussion sections of the site. As per UF policy, “students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, acceptable reasons for absence from or failure to participate in class include illness, 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 & MAKE-UP POLICY: Because deadlines are critical to this class, you will be expected to complete all course work on or before the due date. In the event that you have an excused absence, 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.

Unless a preapproved extension has been granted or you have an excused absence, work submitted within 24 hours of the due date will automatically receive a penalty deduction of 25%. No work will be accepted 24 hours after the due date.

Technical Issues uploading work is not a valid excuse for late submissions. If you are having technical difficulties with Canvas, you are expected to submit completed work via email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

EMERGENCY & 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/>.

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 catalogue at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

GRADING:

All assignments will be graded on 100-point scale. Your work in this course will be weighted as follows:

Discussion Posts (6).....	20%
Course Assignments (4).....	30%
Media Planning Assessment Test (1).....	20%
Final Presentation (1).....	30%

Current UF policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE & ASSIGNMENT DETAILS:

This section provides an overview of (and respective due dates for) the coursework and assignments that will be used to evaluate your mastery of the course material. Please refer to each individual module on the course site in Canvas for additional details regarding lectures, discussion topics and readings.

WEEKLY DEADLINES: This class, like others, involves many deadlines. Here is a reminder.

- Discussion Posts

11:59PM (EST) on Sunday

- Course Assignments

11:59PM (EST) on Sunday

- Media Planning Assessment Test

11:59PM (EST) on Sunday

- Final Presentation

Will be due at the end of the two-hour finals week time period
designated by UF’s finals week exam schedule

WEEKLY COURSE LECTURES: I will post a lecture video to Canvas each week, as well as two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

DISCUSSION POSTS (6): Discussion Posts will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to submit discussion posts throughout the semester.

You will not be able to edit your post once it has been submitted so please take time to review and proofread before you officially send before the outlined deadline.

Discussion Posts are due by 11:59PM (EST) on Sunday of the week outlined above.

Post addresses question asked; Appropriate Length; Original Thought; Supporting Details & Examples	Appropriate Length; Ideas developed are minimal; No details or examples given	Post is too short and does not address questions; Idea not developed; or examples given.
Strong connection between the course content and personal reflection, current events, etc. are given	There are some connections between the course content and personal reflection given; Connections are not sufficient or clearly explained	No connections to personal reflection or current events given
Contribution is thoughtful, analytical and original	Adequate evidence of original thought, but lacks originality	Little to no original insights; Shows little understanding of the questions
Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible response	Syntax is clear with relatively minimal grammar, punctuation and spelling errors	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

COURSE ASSIGNMENTS (4): Course assignments will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to submit assignments throughout the semester.

There will be a total of 4 assignments including:

- Week 3: *Building A Strategic Brief to Sell TV & Online Video*
- Week 6: *Pitching Against TV & Print*
- Week 11: *Filling In A Cross-Media Plan*
- Week 13: *Building A Pipeline & Managing A Quota*

You will not be able to edit your assignment once it has been submitted so please take time to review and proofread before you officially send before the outlined deadline.

Assignments are due by 11:59PM (EST) on Sunday of the week outlined above.

Post addresses question asked; Appropriate Length; Original Thought; Supporting Details & Examples	Appropriate Length; Ideas developed are minimal; No details or examples given	Post is too short and does not address questions; Idea not developed; or examples given.
Strong connection between the course content and personal reflection, current events, etc. are given	There are some connections between the course content and personal reflection given; Connections are not sufficient or clearly explained	No connections to personal reflection or current events given
Contribution is thoughtful, analytical and original	Adequate evidence of original thought, but lacks originality	Little to no original insights; Shows understanding of the questions
Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible response	Syntax is clear with relatively minimal grammar, punctuation and spelling errors	Syntax is sometimes garbled and grammar, punctuation and spelling disrupt understanding

MEDIA PLANNING ASSESSMENT TEST: There will be a media planning assessment test Week 14. Students are expected to have read the material to succeed.

This assessment will be timed at 60 minutes and students are expected to fill in the entire document to complete the full media plan.

Grades will be available, along with the correct answers on Monday following the test deadline of Sunday at 11:59PM EST and only one attempt of the test will be possible.

FINAL PRESENTATION PROJECT: With a fundamental understanding of sales strategies as well as all media outlets, utilizing the below scenario, you must create a sales presentation pitch.

Scenario: You're working with a start-up who is about to launch their new fragrance in the United States. The brand is looking for the best way to go to market and get the word out to drive optimal sales. They have asked you to put together a pitch to showcase what media they should be working with and how the plan comprehensively makes sense together. It's also important to note if there are any cons for a media outlet proposed, how are you overcoming it with other media outlets?

- **Criteria:**
 - Presentation Length: More than 8 Slides
 - Must follow the presentation flow & agenda
 - Sell through the appropriate media outlets and defend why you made specific decisions
 - Showcase your ability to story tell through presentation slides

Final Presentation Project (Presentation)

Information is organized effectively and presented in a logical way to deliver clear ideas and thought on the topic	Information is organized well but lacks logical order and clear transitions	Information is not organized and does not flow well. The paper lacks logical clean transitions.
Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to argument	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to support of argument	Fails to demonstrate any relevant storytelling techniques. Content is not coherent.
Uses appropriate, relevant and thoughtful images to convey purpose/argument. Helped enhance audience engagement	Uses mostly relevant, adequate quality visuals. Images may lack overall consistency and originality, and some visuals may distract from presentation	Consistently poor use of visuals. Images lack relevancy and/or distract from the presentation

UNIVERSITY POLICIES:

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.

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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.

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 attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live 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.

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

- Counseling and Wellness resources
 - <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 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 way is available at <https://gatorevals.aa.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.aa.ufl.edu/public-results/> .

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

When presenting the words of others, thorough understanding of program is a prerequisite 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>

CLASS SCHEDULE

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

Class Overview & Expectations

The Marketing & Media Landscape

What is Media? Developing Objectives & Strategies

The Media Handbook: Chapters 1-3

The Ins & Outs of Selling

Effective Communication & The Power of Influence

ARTICLES:

The Mystique of Super-Salesmanship
Dismantling the Sales Machine

The Media Handbook: Pages 53-70, 99-100

Selling Video (Offline and Online)

The Convergence of TV and Online Video

ARTICLES:

Facebook Pitches Advertisers on TV-Style Upfront Buys for Video
Online video viewing to exceed an hour a day in 2018

The Media Handbook: 70-79

Selling Audio (Offline & Online)

Standard Radio to Streaming Digital

ARTICLES:

With Less Fragmentation, Radio Is the Pointed Buy
Music Industry's Revenue Continues To Grow, But Beneath The S

The Media Handbook: 79-99, 102-110

Selling Print (Offline & Online)

Newspapers, Magazines and Digital Banners

ARTICLES:

How to Sell Magazine Advertisements to Your Clients

The Media Handbook: 95-97

Selling Out-Of-Home (Billboard & Digital)

Capture Mass Reach with Key Out-of-Home Strategies

ARTICLES:

Nielsen OAAA Digital Billboard Study
Top 5 out-of-home advertising trends - Marketing Dive

The Media Handbook: 100-102

Innovation, Search & Social

New Ideas for Clients

ARTICLES:

How Some Wine Brands Are Connecting With Generation X
Innovations in Advertising - 2019 digital marketing Trends

The Evolution of Media Planning

ARTICLES:

Media Planning Toolkit Communications Planning

Defining An Audience & Strategy

Who, Where & When

None this week; Course Video Only

Evaluating & Selecting Media Vehicles

Selecting Media Outlets for Proposals

ARTICLES:

How To Manage a Budget For Media Planning And Buying Strategy
Radio is more popular in the US than you might expect

Calculating A Cross-Media Media Plan

Competitive Analysis, How Mediums are Bought & Differ, Budget Strategy

The Media Handbook: Chapter 7-8

Media Planning Presentation

How to Tell a Story & Sell Your Media Plan Effectively

ARTICLES:

10 Steps For Giving A Convincing Sales Pitch
Making Sales Presentations

Revenue Management (Managing Your Sales Pipeline), Effective

ARTICLES:

Questions & Sending Emails *How to effectively manage a sales pipeline and quota. Test marketing and experiments*

Experimenting, Measurement & Using Campaign to Grow Relationship

↑ *Measuring the Effectiveness of Media Outlets &*

↑ *How to Effectively Build a Relationship During Campaigns*

The Art of Saying No

Know when to say yes & when you have the right to say no

↑ **Starting Your Next Client Conversation**

Finals Week

Final presentation

ARTICLES:

Deepening Engagement for Lasting Impact Resources

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Deepening Engagement for Lasting Impact Resources

ARTICLES:

Competing on Customer Journeys

Saying “No” to an Idea Doesn’t Have to Lead to Conflict

Date TBD based on finals week schedule for class