

# ADV 392

## Ad Theory II

**Semester:** Spring 2019

**Class Meets:** TH 3:30 pm – 6:30 pm in BMC 3.204

**Instructor:** Dr. Natalie Devlin  
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**Office Hours:** T-TH 11:00 am – 12:00 pm and by appointment

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Course Description	Course Requirements	Policies and Resources
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### COURSE OBJECTIVES

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**1) Course Learning Outcomes:**

- Understand the world of academia, and more specifically, the communication-oriented field.
- Practice reading, evaluating, critically analyzing, and critiquing mass communication and advertising-related theories.
- Prepare for academic research, both in presenting a specific research project and presenting their program of research.
- Write an original research proposal that possesses a strong theoretical foundation

## 2) How to succeed in this course:

**Come Prepared to Participate:** Come to class having prepared for the day by completing and analyzing all readings, and be ready to discuss the day's material.

**Speak Up in Class:** A doctoral seminar is only successful if there is insightful, interesting discussion about the week's readings. I want to hear your thoughts and questions about the material!

**Begin working on your research paper ASAP:** Solid research takes time. Begin developing a topic as soon as possible.

**Perfect your craft—writing:** Becoming a good writer takes a lot of practice, especially when it comes to academic writing. I'm here to help however I can.

**Develop pedagogically:** You will have to lead discussion with a teammate twice this semester. This provides you with an opportunity to develop teaching techniques that you can later utilize when you are an instructor of record.

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## COURSE REQUIREMENTS:

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### 1) Required Readings and Materials:

#### Selected Chapters from Books Available Online through Library in e-book format:

- Shoemaker, P. J., Tankard, J. W., & Lasorsa, D. L. (2012). *How to build social science theories*.
- Hogg M.A. (2016) Social Identity Theory. In: McKeown S., Haji R., Ferguson N. (eds) *Understanding Peace and Conflict Through Social Identity Theory*. Peace Psychology Book Series. Springer, Cham
- Stacks, D. W., & Salwen, M. B. (Eds.). (2008). *An integrated approach to communication theory and research*.
- Fortner, R. S., & Fackler, P. M. (Eds.). (2014). *The Handbook of media and mass communication theory*.
- Bryant, J., & Oliver, M. B. (Eds.). (2009). *Media effects: advances in theory and research*.

#### Optional Reading:

- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The Craft of Research*.

\* Full reading list to be made available and discussed first week of class

\* Additional readings will be made available through Canvas.

### 2) Major Course assignments:

**Discussion Questions:** Students will offer a discussion question about each of the week's readings. The discussion questions should be open-ended and spur interesting discussions on that week's theory, and poses an idea for how the theory can be applied in research, etc. In addition to the discussion question, each student should note what they believe the "primary takeaway/learning" from each reading is and identify the reading to which the question is related. All discussion questions are due to me by 11:59 PM on the Wednesday before they will be discussed in class. If there is a discussion leader assigned to that week, you should email your questions to both the discussion leader and me. You are allowed to skip two readings/discussion questions during the semester without penalty.

**Student-led Class Discussion:** Students will work in teams of two to lead class discussion for one class meeting this semester. On the student's assigned date, the discussion leader will be required to find one journal article that utilizes the theory that will be discussed in class. This reading should be emailed to me to distribute to the class no later than the Monday before the class meeting to which you are assigned. The discussion leaders should prepare a brief summary (handout or PowerPoint) of the readings for the day to

review at the beginning of class. The discussion leaders should also be prepared to facilitate the class discussion and handle discussion questions from your classmates.

**Research Prospectus:** Students should write a 2-3-page prospectus for their research proposal. The prospectus should include a title for your project, a brief summary of your proposed theoretical and methodological approach, an overview of the literature you will include, your proposed research questions and hypotheses, and mention what conference and journal to which you would like to target the project.

**Research Proposal:** Students must write an original, empirical research paper that has a solid theoretical foundation. The theoretical framework can be a theory discussed in this course or another theory that pertains to your research interest area. The paper should include an introduction, literature review, method section, and reference list using APA format. The paper should not exceed 20 pages.

**R&R Process Assignment:** As a component of the research proposal assignment, students will experience the reviewing process. Each student will receive a classmate's proposal draft (with the classmate's name blinded from the manuscript). They will anonymously complete a thorough review of the manuscript as they would review for a journal. Then, students can utilize this feedback to revise their proposals and will craft a response letter to submit along with their revised proposal.

**Research Proposal Presentation:** Each student will have 15 minutes to present their research proposal to the class. The presentation should prepare students for possible future conference presentations. A more detailed assignment sheet will follow.

**Research Program Presentations:** Each student will give a presentation that provides the class with an overview of their research focus and agenda. This presentation is meant to prepare students for the types of presentations that they might be required to give on an academic job interview. A more detailed assignment sheet will follow.

**Course Participation, Attendance, and Professional Conduct:** Students are expected to have completed all readings before each class meeting. A successful doctoral seminar requires thorough, intelligent discussion, and this objective cannot be met without being prepared for class.

### 3) Course grades:

Assignment	Due Date	% of Grade
Discussion Questions	Each week	15%
Student-Led Class Discussion	Will sign up for date in class	10%
Research Prospectus	Feb. 14	5%
Research Proposal	Due: April 4 Revision: May 2	25%
R&R Review Letter R&R Revision/Response (due with final draft)	April 18 May 2	10%
Research Proposal Presentation	April 18/April 25	15%
Research Program Presentation	May 9	10%
Course Participation/Attendance/Professional Conduct	Assessed throughout semester	10%

#### 4) Course Topics:

**Please Note: The course schedule is subject to change. Students are responsible for changes that are announced in class and by email.**

<b>Week One, January 24:</b> Course Introduction, Being an Academic Part I: From Dissertation to Tenure
<b>Week Two, January 31:</b> Communication Research Discipline
<b>Week Three, February 7:</b> Theoretical Foundations and Beginning Your Research
<b>Week Four, February 14:</b> Theory Building & Supporting Your Argument in Research
<b>Week Five, February 21:</b> Cultivation Theory & Spiral of Silence
<b>Week Six, February 28:</b> Agenda Setting, Priming, and Framing
<b>Week Seven, March 7:</b> Uses and Gratifications and Diffusion of Innovations
<b>Week Eight, March 14:</b> Individual Meetings About Paper
<b>Week Nine, March 21:</b> Spring Break
<b>Week Ten, March 28:</b> Being an Academic Part II: Journal Submissions, R&Rs, etc.
<b>Week Eleven, April 4:</b> Social Identity Theory & Social Learning Theory
<b>Week Twelve, April 11:</b> Public Relations & Crisis Communication Theories
<b>Week Thirteen, April 18:</b> Research Proposal Presentations
<b>Week Fourteen, April 25:</b> Research Proposal Presentations
<b>Week Fifteen, May 2:</b> Final Paper Draft and R&R Response due
<b>Week Sixteen, May 9:</b> Being an Academic Part III: Defining Your Research Program

## POLICIES AND RESOURCES

### 1) Classroom Policies:

- A. Grading Policies:** In this course, grades are not given. They are earned. Therefore, I do not give you a grade; rather, you earn your grade.
- B. Policy on late work: Late Work will not be accepted.** Exceptions will be made under extreme circumstances, if the student discusses the issue with the instructor ahead of time, either in person or via e-mail/phone.
- C. Plagiarism:** In accordance with the UT Honor Code, Plagiarism will not be tolerated in this course. If words are not your own or are taken from another source, they must be properly quoted and cited. If you have any questions about plagiarism, proper citations, etc., please see me. Please read the <http://deanofstudents.utexas.edu/conduct>

- D. Policy on absences:** Attendance is **mandatory**. In order to be successful in this course, it is imperative that you attend every single class. If attendance becomes a problem, it will impact your participation grade.
- E. Course Communication:** If you send me an email during business days, please expect a response within 24 hours. All emails should be written in a professional manner. I will not respond to emails that are not properly formatted and/or include severe spelling/grammatical errors. I will assume that your email is spam if it is poorly written. If you are unsure as to how to properly format an email, please visit: <http://smallbusiness.chron.com/proper-business-email-format-40878.html>.

## 2) University Policies and Resources:

- A. University of Texas Honor Code:** The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
- Mandatory reading:** All students agree to read then abide by the University of Texas at Austin's *Standard of Academic Integrity* and understand the nature of *Academic Dishonesty* as defined by UT-Austin at: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php) and [http://deanofstudents.utexas.edu/sjs/acadint\\_what\\_is.php](http://deanofstudents.utexas.edu/sjs/acadint_what_is.php)
- B. Student Accommodations:** Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).  
<http://ddce.utexas.edu/disability/about/>
- Please request a meeting as soon as possible for us to discuss accommodations
  - Please notify me as soon as possible if the material being presented in class is not accessible
  - Please notify me if any of the physical space is difficult for you.
- C. Accommodation of Religious Holidays:** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## 3) University Resources for Students:

### A. Moody College Writing Support Program

The Moody College Writing Support Program, located in BMC

3.322, <https://moody.utexas.edu/students/moodywriting> offers one-on-one assistance without charge to students seeking to improve their professional writing in all fields of communication. We have specialists in Journalism, RTF, CSD, CMS, and PR and Advertising. In addition, we offer workshops to strengthen core-writing skills in each field and to inspire students to strive for excellence. Students may book half-hour appointments on our website or drop in for assistance during all stages of the writing process.

## 4) Safety Information:

- A. Behavior concerns advice line:** If you're worried about the behavior of a classmate, roommate, friend, etc., please call the Behavior Concerns Advice Line (BCAL) at 512-232-5050. For more information, please visit: <https://operations.utexas.edu/units/csas/bcal.php>.
- B. Emergency Planning:** In case of emergency, proper plans can be found online at <https://operations.utexas.edu/units/csas/plans.php>.