

ADV 283 • Advertising & Brand Strategy

Spring 2021 | Section D | TR • 2-3:20pm

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Office Hours: By appointment • calendly.com/jtfisher/adv-officehours

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Course Description:

Over the course of this semester, you will learn the art and science of thinking critically, uncovering insights and making smart decisions – for branding, advertising and life. This class is designed to help you learn to build a strong brand strategy that will lead to a strong advertising strategy. A sound strategy is the foundation of effective advertising campaigns. This is an analytical process that requires critical thinking, information gathering, decision-making, evaluation and excellent writing skills. Most importantly, the strategy process requires a curious and open mind.

You will analyze a brand – its competitors, its position, its market and its consumers – to develop realistic and advantageous advertising strategy for the brand. While this involves defining elements that may be used in an advertisement, you are also providing the strategy that will serve as the foundation for developing the advertisement and its placement.

Objectives

1. Students will develop effective strategies for making strategic brand and advertising decisions.
2. Students will make and defend their strategic advertising decisions through the use of primary and secondary, qualitative and quantitative research.
3. Students will communicate strategic thinking in a clear and compelling manner and package it in ways it can be used effectively.

This class will be a mix of lecture, discussion, and various activities. It is important that you watch the lecture videos, and that you complete all of the readings ahead of time. Your readings will be the launching pad for all of the discussion and activities you will complete in this course.

Digital Tools:

Given the current COVID-19 situation, this course will be delivered in a fully remote manner. To account for varying levels of technology access and for potentially large differences in time zones, the course will be almost entirely asynchronous. To make this happen, we will need to use a few digital tools. I will do my best to keep information synchronized and easy to access, so you don't have to worry about missing information that was posted on another platform.

- **Learn@Illinois** – This will be the central platform. Course content, assignments, and other materials will be placed here or linked here. You should be automatically signed up for the platform, but please reach out if you can't access it.
- **Perusall** – This will be the platform we will use to collectively engage with and annotate lecture videos and readings. This will help us stay connected and interact with one another and will help you develop a deeper understanding of course content together with your classmates. A link will be posted on Learn@Illinois.
- **FlipGrid** – FlipGrid is a conversational video sharing platform. We will use FlipGrid for icebreakers, weekly discussions, and the semester project presentations. A link will be posted on Learn@Illinois

- **Remind** – Remind is an optional tool that I have set up to help keep you on track with what is due each week. If you sign up, you will receive regular text messages with upcoming due dates and other important information. A link will be posted on Learn@Illinois

Readings

The Brand Gap by Marty Neumeier (BG) — A 30,000-foot view of brand: what it is (and isn't), why it works (and doesn't), how to bridge the gap between strategy and creative (aka “logic” and “magic”). Could probably read in an afternoon. This book is available for free online through the university library. [Link Here](#).

Supplemental Readings — Select chapters/selections from various advertising and marketing texts. A link to all of these readings will be posted on Perusall.

Recommended Resources

AdAge: <http://adage.com/> or <https://www.facebook.com/AdAge/>

Adweek: <http://www.adweek.com/> or <https://www.facebook.com/Adweek/>

Fast Co <https://www.fastcompany.com/> or <https://www.facebook.com/FastCompany/>

Mashable: <http://mashable.com/> or <https://www.facebook.com/mashable/>

The Branding Journal: <http://www.thebrandingjournal.com/>

Brand Channel: <http://www.brandchannel.com/>

Keep your eyes open to the world of brands and advertising. Observe and form opinions about the thousands of messages you see every day. In addition to the industry-leading sources above, look at websites of innovative agencies in advertising, marketing and design.

Course Requirements Overview

Requirement	When?	Worth?
Brief Assignment 1: Brand Overview	2/26	5%
Brief Assignment 2: Brand Blueprint	3/19	5%
Brief Assignment 3: Ad Strategy Analysis	4/19	5%
Semester Project Part 1: Brand Strategy	3/12	15%
Semester Project Part 2: Advertising Strategy	5/11	25%
Quizzes x 5 (6 total with lowest dropped)	~ Biweekly	20% (4% ea.)
Participation (Perusall and other assignments)	Continuing	20%
Total		100%

Assignments & Grading

Individual assignments:

These assignments are designed to help you apply important principles and skills discussed in sessions, as well as practice writing in a concise and succinct manner.

Assignments are graded on whether you followed directions, and also on formatting, spelling, grammar, and content. Rubrics for each of the assignments can be found in the "Assignments" folder on Compass.

All assignments must be submitted on Compass and are due by 11:55pm on the due date. If the assignment is submitted at 12am or later, you will lose 20%. An additional 10% will be deducted for every additional 24-hours it is submitted past the due date.

Semester Project:

The semester project contains two parts that build on one another. The focus of this project will be on developing a fictional brand to compete with the real brand that you selected for your individual projects.

Part I focuses on developing a sound brand strategy. You will submit a written report that will address key elements necessary for a brand strategy.

Part II builds on the research and insights developed in Part I. You will create an advertising strategy based directly on your brand strategy. You will submit a final brand and advertising strategy report that includes both Part I (with all necessary edits and adjustments made based on my feedback) and Part II.

Content Quizzes:

Quizzes will be based largely on the lectures & readings, although they may incorporate video, guest speaker, or other assigned materials.

Quizzes are due on Compass by 11:55pm on Monday of the week after the quiz is assigned, so please make sure you keep track of quiz dates in the syllabus

Note there are 6 quizzes scheduled; you have many days to complete each quiz. No make-up quizzes will be given, but you can drop your lowest quiz grade.

Late quizzes will be graded in the same way as late assignments: If the quiz is submitted at 12:00am or later, you will lose 20%. An additional 10% will be deducted for every additional 24-hours the quiz is submitted past the due date.

Attendance and Participation

This course is entirely online and will be (mostly) asynchronously delivered. This said, you will be expected to be an active participant in the course. Course participation will consist of two primary facets:

A total of about 50 participation points are possible in this course. The bulk of your participation grade (~40 points) will come from collaborative annotation of course lectures and readings using Perusall.

Part of your participation grade will also come from discussion prompts and other activities throughout the semester. These are designed help you apply what you are learning in your day to day lives, and to help you connect with your classmates.

Grading Scale

Below is the grading scale for this course. Please note that I reserve the right to change the final grading scale based on the distribution of class scores at the end of the term.

< 60	60-62	63-66	67-69	70-72	73-76	77-79	80-82	83-86	87-89	90-92	93-96	> 96
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+

A Few Notes on Grading

If you have a question or concern about a grade, please contact either me or Shili. If you have questions about your grade or believe that it should be changed, you must contact us **no more than 7 days** after the grades are announced or posted. When we re-grade your assignment, your score may go up OR down and the grade is final. We will not discuss grades after this seven-day period.

There will be no rounding up percentage grades or points. So if you earn an 89.4% that translates into a B+ and will not be rounded up to a 90% (A-).

When we grade your work, you will earn points based on the quality of the work. You do not start with 100 points and then lose them based on the mistakes you might make. Your final grade represents the total points earned for that assignment, not the number of points “taken away” for errors or omissions.

You may have chances to earn extra credit during the semester. If those opportunities arrive, I’ll let you know and explain what you need to do to earn it. Extra credit work will not disadvantage the students who choose not to participate.

Email

E-mail is the favored way to communicate in both academia and industry. Please follow [professional standards](#) in your email communications. This entails including a subject line that indicates the nature of the message - not “Hi” or (no subject) - and a greeting at the beginning of the email (e.g., “Dear Prof. Fisher”). Subsequent communication in the same conversation may be less formal, but please remember to be respectful.

We will do our best to respond to emails within 24-hours during the week and 48-hours on the weekend, although our typical response time is usually quicker. Neither of us will respond to email questions about an assignment or project within 24-hours of its due date, or about a grade more than 7 days after it is posted. If you have a pressing last-minute question during this timeframe, please look over course materials (often the answer is in the syllabus or assignment directives) or seek help from your peers.

Academic Misconduct

By enrolling in this course, you agree to comply with all University policies on academic integrity. Failure to comply with these policies will result in consequences that may include: loss of credit for an assignment, a reduced grade for the course, or a failing grade for the course. The Student Code defines infractions of Academic Integrity as follows:

- **Cheating** – Using or attempting to use in any academic exercise materials, info, study aids, or data that the student knows or should know is unauthorized.
- **Fabrication** – Unauthorized falsification or invention of any information of citation in an academic endeavor.
- **Facilitating Infractions of Academic Integrity** – Helping or attempting to help another to commit an infraction of academic integrity.
- **Plagiarism** – Representing the works or ideas of another as one’s own in any academic endeavor. This includes copying another student’s paper or working with another person when both submit similar papers without authorization to satisfy an individual assignment.
- **Bribes, Favors, and Threats** – Bribing, attempting to bribe, promising favors, or making threats with the intent to affect a record of a grade or evaluation of academic performance.
- **Academic Interference** – Tampering with, altering, circumventing, or destroying any educational material of resources in a manner that deprives any student of fair access or reasonable use of that material or resource.
- **Computer-related Infractions** – Computer-related infractions defined by applicable laws, contracts, or

University policies (such as unauthorized use of computer licenses, copyrighted materials, intellectual property, or trade secrets).

- **Unauthorized Use of University Resources** – Unauthorized student use of University resources for noneducational, private, or commercial purposes.
- **Sale of Class Materials or Notes** – The sale to a commercial note-taking service of instructor-provided materials or of classroom lecture notes infringing copyright interests is strictly prohibited.
- **Failure to Comply with Research Regulations** – Infractions of academic integrity include failure to comply with research regulations such as those applying to human subjects, laboratory animals, and standards of safety.

Bottom Line: If you think it might be wrong, don't do it. If you're unsure, ask Jacob or Shili and we will help guide you in the right direction.

Student Accommodations

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to the DRES website.

If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting “Sign-Up for an Academic Screening” at the bottom of the page.

Campus Resources

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

Writer's Workshop, Undergrad Library, 217-333-8796

<http://www.cws.illinois.edu/workshop>

<http://disability.illinois.edu/strategies>

<http://www.counselingcenter.illinois.edu/self-help-brochures/>

Also, most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: <http://illinois.edu/colleges/colleges.html>

If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

Counseling Center

206 Fred H. Turner Student Services Building
7:50 a.m.-5:00 p.m., Monday through Friday
Phone: 333-3704

McKinley Mental Health

313 McKinley Health Center
8:00 a.m.-5:00 p.m., Monday through Friday
Phone: 333-2705

Change Statement

Please note that I reserve the right to change course policies, scheduling, assignments, or other content in this syllabus at any time.

Tentative Course Schedule

Week	Dates	Content / Topics	Readings	Assignment(s) Due
1	1/25 – 1/29	Introduction to Brand Strategy	BG Intro The Rise of the UnBrand The Strange Brands in Your Instagram Feed	
2	2/1 – 2/5	Brand Identity + Personality	Competing on Social Purpose BG Chapter 3: Innovate	
3	2/8 – 2/12	Target Audiences + Consumer Insights	BG Ch. 2 Collaborate Brand Trust Ch.1 Beginner's Guide to Buyer Personas	Quiz 1 (2/8)
4	2/15 – 2/19	Strategic Goals + Research	Why Can't Kmart Be Successful? To Achieve a Major Goal, First Tackle a Few Small Ones	
5	2/22 – 2/26	Brand Auditing + Competitive Insights	Conducting a Social Media Audit	Quiz 2 (2/22) Brief Assignment 1 (2/26)
6	3/1 – 3/5	Brand Positioning	BG Ch. 1 Differentiate Kellogg on Marketing (p. 85-91)	
7	3/8 – 3/12	Semester Project Workweek		Quiz 3 (3/8) Semester Project Pt. 1 (3/12)
8	3/15 – 3/19	How Brand Strategy Drives Ad Strategy	What's the Big Idea? 6 Principles to Make Ideas Stick Branding in the Age of Social Media	Brief Assignment 2 (3/19)
9	3/22 – 3/26	Ad Strategy: Concept		
10	3/29 – 4/2	Ad Strategy: Content + Design	Creativity in Advertising Design Thinking + Creativity at Apple	Quiz 4 (3/29)

11	4/5 – 4/9	Ad Strategy: Contact	Brands are Not Our Friends FTC Influencer Guide The Business of Influence	
12	4/12 – 4/16	Ad Strategy: Campaign (Pt. 1)	Marketing Can No Longer Rely on the Funnel Prospect Theory: How Users Make Decisions Targeted Advertising is Ruining the Internet	Quiz 5 (4/12) Brief 3 (4/19)
13	4/19 – 4/23	Ad Strategy: Campaign (Pt. 2)	How Ford Got Social Marketing Right BG Ch. 5 Cultivate	
14	4/26 – 4/30	Ad Strategy: Crisis		
15	5/3 – 5/7	Semester Project Workweek		Quiz 6 (5/3)
16	5/10 – 5/13	Finals Week		Semester Project Pt. 2 (5/11)