INSTRUCTOR: MARGO BERMAN
OFFICE: AC II 325
PHONE: 305-919-5520
E-MAIL: bermanm@fiu.edu

OFFICE HOURS:
THUR 12:30 – 1:00 P.M.
OTHER TIMES BY APPOINTMENT

IMPORTANT DATES
Aug. 25: Non-degree students can register for FALL courses.
Aug. 28: Last day for returning students to register without incurring a $100.00 late registration fee.
Aug. 28: Last day to drop courses or withdraw from the University without a financial penalty.
Sept. 15: Last day to withdraw from the University with a 25% refund of tuition.
Oct. 30: Last day to drop a course with a DR grade last day to withdraw from the University with a WI grade

COURSE DESCRIPTION:
The course focuses on the conceptualization of breakthrough strategies and their application to all integrated communication tools.

PREREQUISITES:
This is a graduate level course. It assumes prior knowledge of Integrated Communications Planning (PUR 6806).

COURSE OBJECTIVES:
Students will be able to:
• Better understand target audience wants and needs
• Determine what media (including alternative media) might reach specific targets based on target audience specifics
• Identify all competitors and determine their positioning
• Think through and defend breakthrough and creative strategies
• Write meaningful positioning statements and creative briefs for a number of products, services and issues

LEARNING OBJECTIVES:
1. Understand concepts and apply theories in the use and presentation of images and information.
2. Think critically, creatively and independently;
3. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

REQUIRED TEXTS – THREE BOOKS:


COURSE REQUIREMENTS: Grades for this course are given on the following basis:

Three Graded assignments: work in teams (equal weight @ 33.33% each = 100%)
Preparation of insightful creative briefs for these products/corporations:
  a. Partial creative brief for two audiences (Sep. 26) 33.33%
  b. Examination of innovative, interactive campaign tactics (Oct. 24) 33.33%
  c. Chart of 8 innovative, interactive campaigns (Nov. 28 or sooner) 33.33%

Note: ASSIGNMENTS MAY CHANGE DURING COURSE

You will need to have an FIU e-mail account and access it on a regular basis, in case I need to contact you.

GRADING: Grades for this course are determined as follows: 0 = NOT TURNING IN ASSIGNMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>92-100 C</th>
<th>B-</th>
<th>80-81</th>
<th>D</th>
<th>62-69</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>87-89</td>
<td>C</td>
<td>70-76</td>
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<td>90,91</td>
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<td>77-79</td>
<td>F</td>
<td>59-0</td>
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<td></td>
<td>B</td>
<td>82-86</td>
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</tbody>
</table>

Grades for assignments are as follows: 94 A, 90 A-, 88 B+, 84 B, 80 B-, 78 C+, 74 C, 70 C-, 68 D+, 64 D, 60 D- 59 and below F

ATTENDANCE:
Attendance is REQUIRED for the entire duration of the class.

Additionally, if you miss a class, it is your responsibility to obtain the information you missed from your classmates, not from the instructor. Every student should stay abreast of any changes to the schedule; absence from a prior class does not exempt anyone from this obligation.

Insightful and stimulating comments, as well as carefully thought out solutions to in-class assignments will also be reflected in an extra point or two to your final grade. These points will be awarded for consistent and outstanding participation.

EXCUSED ABSENCES:
Excused absences must be approved by the instructor. Students are excused from class on religious holidays.

COURSE STANDARDS:
1. LATE HOMEWORK. All assignments are due at the beginning of class. Late assignments will receive a 5-point grade deduction and must be turned no later than 1 week from the assigned date to receive any credit. Final papers cannot be extended past the due date.

2. ASSIGNMENTS. Integrated marketing is an image business. Although great ideas and concepts are critically important, presentation must not be overlooked. All copy must be typed in required copy format: with double spacing and one-inch margins on all sides. Papers should be edited for typos and spelling errors before submitted. Any graded assignment with 9 errors will automatically receive an “F.” Student may resubmit the paper; however, the final grade for that assignment will be an average of both grades.

You will turn in a printed copy of the brand’s homepage for all assignments. If the brand’s name is misspelled, including hyphens or apostrophes, you will receive an “F” for that assignment.
DEPARTMENTAL WRITING POLICY:
Good writing is vital to a career in Integrated Marketing Communications. Thus, all papers, reports, and tests written outside of the classroom - regardless of length - will first be graded for content. Following that, the paper will be reviewed for writing. While the first two "errors" will not impact the grade, any paper containing 3 - 5 errors will automatically lose 10 points (based on 100); any paper containing 6 - 8 errors will automatically lose 20 points (based on 100); any paper that contains 9 - 11 errors will automatically lose 30 points (based on 100), etc.

3. LEVEL OF PERFORMANCE. Papers are expected to reflect critical thinking and comparative analysis. Students are expected to turn in work that references all sources. Plagiarism will cause a student to automatically fail the course and may lead to disciplinary action.

Students with special needs must notify the professor on the first day of class of their needs.

This professor reserves the right to reduce your grade by one full letter grade on any assignment with 3 or more typographical errors.

A great deal of time will be dedicated to analysis, evaluation and discussion. This process is designed to develop your analytical and judgmental skills and help prepare you to interact as management with creative teams. Note that it's important to distinguish between what the company is doing and what you think they should be doing. In class, you will experience the creative strategy process from a real-world perspective.

You will turn in a printed copy of the brand's homepage for all assignments. If the brand's name is misspelled, including hyphens, accent marks, or apostrophes, you will receive an “F” for that assignment.

Academic Honesty
In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work. The use of literature, notes, aids, or assistance from other sources should be clearly identified with respect to all course assignments and examinations. In addition, students are expected to use all resources, including books, journals, and computers only in legal and authorized ways. They should also refrain from falsification of records, attend class as required, and participate in the educational process without disrupting the orderly processes and functions of the University.

Reading: 1) “Blueprint” = Blueprint for Strategic Advertising, 2) “Brains” = The Brains Behind Great Ad Campaigns, and 3) “Copy” = The Copywriter's Toolkit

Reading assignments are underlined. Additional reading in handouts.

Aug. 22 INTEGRATED STRATEGY OVERVIEW
Read Blueprint – Ch. 1 and Toolkit – Ch. 1

Sept. 5 CREATIVE STRATEGY PRINCIPLES
Brains – Ch. 1, Toolkit – Ch. 2
AUDIENCE STRATEGY: CUSTOMER VALS AND NEEDS

RESEARCH ASSIGNMENT: Creative Brief - (DURING CLASS TIME)
Read Blueprint – Ch. 2, Brains – Ch. 2, Toolkit – Ch. 1 (review)

Class-time research assignment. WORK IN TEAMS OF 3 OR 4. (See page 8 in syllabus.)

#1 FOR A GRADE: 1. Choose an interactive campaign to create a partial brief (#1-#7).
  2. Choose the VALS categories that describe the target audience.
  3. Write the creative strategy statement.
  4. Then, develop a partial creative brief (#1-#7).
  5. Be sure to cite sources and all quotes.

Be sure to state the question and the answer in the following format:
For questions 5 and 6, see chapter 1 in Blueprint, page 16, Box 1.3.

1. Why are we advertising? Creative Strategy Statement
   To ______ (verb) the ______ (audience) that ______ product will _______ (consumer benefit)
   because ______ (reason why – brand characteristic).

2. Who else is getting our money? _________ (list competitors horizontally, not vertically)

3. Whom are we talking to? (audience):
   a. Demographics: Household age, gender, income (HHI), education, profession
   b. Psychographics: VALS (See Ch. 1 in Toolkit, Ch. 2 in Blueprint.)
   c. Geographics: Urban, suburban and/or rural

4. What do they currently think? Write in a phrase, not a sentence.

5. What do we want them to think? (CONSUMER BENEFIT: What’s in it for me? W-I-I-F-M)
   Answer: “If I buy this, then ______.”

6. Why should they believe it? (Restate the “SUPPORT STATEMENT.”)
   Answer: Why buy?

7. USP – Unique Selling Proposition – What makes the product different?

CREATIVE STRATEGY
Blueprint – Ch. 3, Brains – Ch. 4, Toolkit – Ch. 3

CONCEPTUAL STRATEGY: THE BRAND’S STORY
Read Blueprint – Ch. 4, Brains – Ch. 4, Toolkit – Ch. 4

DUE TODAY: Assignment #1: Partial creative brief (See page 4 in Toolkit. Answer questions #1-#7.)

VERBAL STRATEGY
Read Blueprint – Ch. 5, Brains – Ch.5, Toolkit – Ch. 5

MEET IN TEAMS ABOUT ASSIGNMENT #2 – INNOVATIVE AND INTERACTIVE CAMPAIGN
Oct. 17

VISUAL STRATEGY
Read Blueprint – Ch. 6, Brains – Ch. 6, Toolkit – Ch. 7

In-class assignment: Explain brand character for brand selected in class.

#2 FOR A GRADE: Select and analyze one innovative interactive campaign. (due Oct. 24)
Work in teams of 2-4. (See page 8)
Select campaigns from 2016 or later and not discussed in the required books.

COMPLETE THE FOLLOWING. INCLUDE THE QUESTION AND ANSWER.
1. Why are we advertising? Creative Strategy Statement
   Brand will ______ (verb) the _______ (audience) that ______ product will ______ (benefit
   W-I-I-F-M) because ______ (reason why – brand characteristic).

2. Who was the target audience?
   a. Demographics: Household age, gender, income (HHI), education, profession
   b. Psychographics: VALS (See Ch. 1 in Toolkit, Ch. 2 in Blueprint.)
   c. Geographics: Urban, suburban and/or rural

3. What interactive tactics were used? For example: games, social media, mobile, apps,
   celebrity challenges, contests and live events

4. Include two links that discuss the campaign.

5. Include images that demonstrate the campaign.

REMINDER: CITE ALL SOURCES.

Oct. 24

MEDIA STRATEGY, AMBIENT AND OFF-STRATEGY CAMPAIGNS
Read Blueprint – Ch. 7, Brains – Ch. 7 and 8, Toolkit – Chs.8 and 9

DUE TODAY: Assignment #2: Select and analyze one innovative interactive campaign.

Oct. 31

MEET IN GROUPS - RESEARCH ASSIGNMENT #3: Chart of ten innovative and interactive
   campaigns.

Nov. 7

INTERACTIVE STRATEGY
New ways to engage audience

Read Blueprint – Ch. 8, Brains – Ch. 9, Toolkit – Ch. 12

In-class assignment: Develop interactive tactics for Starbucks.

Nov. 14

CAMPAIGN STRATEGIES AND NEW TACTICS
Read Blueprint – Ch. 9, Brains –10, Toolkit – Ch. 13

In-class assignment: Examine innovative, interactive campaigns
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#3 FOR A GRADE: Create a chart listing ten innovative and interactive campaigns.
(\textit{Due by Nov. 28}) Work in teams. (See page 8)
Campaigns cannot be found in the required books and must be from 2016 and later.

1. Find TEN examples of campaigns that use innovative and interactive media, such as apps, mobile messages, virtual reality messages, augmented reality promotions, gaming, etc.

2. Create a chart to list the ten brands. Include: 1) brand name, 2) campaign name, 3) media used and 4) why it was innovative. (Write succinctly, without lengthy explanations.)

3. Include one campaign visual for each brand.

4. Cite all web links.

<table>
<thead>
<tr>
<th>BRAND</th>
<th>CAMPAIGN NAME</th>
<th>MEDIA USED</th>
<th>WHAT MADE IT INNOVATIVE?</th>
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<tbody>
<tr>
<td>Coke</td>
<td>Drinkable Coke</td>
<td>“Drinkable” app, print ads, billboards, flyers, TV spots, radio spots, Twitter, sports screens</td>
<td>Consumers could drink with virtual straws and receive a free Coke Zero.</td>
</tr>
</tbody>
</table>

REFER TO THESE BOOKS AND CHAPTERS FOR INSPIRATION.
1. Toolkit: Chapters 9 and 12
3. Blueprint: Chapter 8
2. Brains: Chapter 9

REMINDER: CITE ALL SOURCES

Nov. 21 GLOBAL STRATEGIES
Cultural understanding and glocal references

\textit{In-class discussion: Multicultural marketing}

Read Blueprint – Ch. 9, Toolkit – Ch. 14

Nov. 28 ALTERNATIVE MEDIA
Unexpected media intersections

\textit{DUE TODAY: Assignment #3: Chart, visuals and citations of 10 innovative and interactive campaigns}

Dec. 5 NO FINAL EXAM – COURSE OVERVIEW: CREATIVE STRATEGY PRINCIPLES

ASSIGNMENT GRADING POLICY

All graded assignments will be judged on the following criteria. (#1-4=15 points each, #5-#6=20 points each)

\textit{Be sure to cite research sources and all quotes in APA style.}

1. Audience(s) - clear definition, appropriateness, feasibility and justification
2. Benefits - identification, clarification and responsiveness to audience needs
3. Reason why - relevance and product feature that provides value to audience
4. USP (unique selling proposition) - uniqueness, distinctive impression and recognition in consumer’s mind
5. Research - current, relevant, visual reference and citation inclusion
6. Campaign tactics selection – Judicious choice of innovative and interactive campaigns
SOME SOURCES FOR AUDIENCE RESEARCH

1. Web sites:
   a. Market Analysis & Strategic Planning:
      http://www.claritasmarketing.com/marketanalysis.html (some free resources on the right margin)

   b. An essential audience site is American Fact Finder from the Census:
      http://factfinder.census.gov/servlet/BasicFactsServlet

   c. Along the same lines is the United States Statistical Abstract:
      http://www.census.gov/statab/www/

2. Statistical Universe from Lexis Nexis is also a good secondary source.

3. Books with insight into consumer spending, behavior and trends:
   b. Hitting the Sweet Spot. Lisa Fortini-Campbell.
   d. Why We Buy. Paco Underhill.
   f. The Tipping Point. Malcolm Gladwell.
   h. Clicking. Faith Popcorn.

SOME SOURCES FOR CREATIVE REFERENCE RESEARCH

1. Agency Web sites:
   a. Young & Rubicam
   b. Young and Laramore
   c. Taxi
   d. Think Tank 3
   e. Saatchi & Saatchi
   f. Foote Cone & Belding
   g. McCann Erickson
   h. J. Walter Thompson
   i. ihaveanidea.org
   j. BBDO
   k. Bartle Bogel Hegarty
   l. Leo Burnett
   m. Crispin Porter + Bogusky
   n. Ogilvy & Mather
   o. Mithun
   p. Wieden & Kennedy
   q. TBWA
   r. Euro RSCG
   s. Fallon
   t. The Johnson Group
   u. Goodby Silverstein & Partners
   v. SapientNitro
   x. Publicis Worldwide
   y. Hill, Holliday, Connors, Cosmopolos
   z. The Martin Agency
   zz. DDB
ASSIGNMENT #1 – CREATE ONE PARTIAL BRIEF.

1. Why are we advertising? Creative Strategy Statement
To ______ (verb) the _______ (audience)
that ______ product will ________(consumer benefit W-I-I-F-M)
because ______ (reason why – brand characteristic).

2. Who else is getting our money? _______(competitors)

3. Whom are we talking to? (audience):
a. Demographics: Household age, gender, income (HHI), education, profession
   b. Psychographics: VALS (See Ch. 1 in Toolkit, Ch. 2 in Blueprint.)
   c. Geographics: Urban, suburban and/or rural

4. What do they currently think?
   Key fact. Can use quotes. Short phrasing.

5. What do we want them to think? (CONSUMER BENEFIT)
   What’s in it for me? (W-I-I-F-M) Answer: “If I buy this, then ______.”


7. USP – Unique Selling Proposition – What makes the product different?

REMEMBER: CITE ALL SOURCES.

STOP HERE

8. What is the single most persuasive idea we can convey? _____ (SLOGAN)
   Your big idea. Short, catchy “button” in 1 to 5 words.

9. Tone of voice _____ (How you speak to the consumer. Think adjective.)

10. Tactics (MEDIA & PR - How will you generate press attention?)
   • Radio
   • Internet banner ads
   • Transit
   • TV
   • Interactive (blog)
   • Mobile
   • Outdoor signage
   • On-site messages
   • Ambient
   • * Web site
   • * Promotions
   • * Events
   • Social Media
      (Facebook, Twitter)

11. EXPLAIN HOW BRIEF WOULD HAVE GUIDED THE CREATIVE SOLUTION.
    SECOND BRIEF (REVISE #1 THROUGH #11 FOR AN ALTERNATIVE AUDIENCE, DESCRIBE:
    a) Demographics b) Psychographics c) Geographics

REMEMBER: CITE ALL SOURCES.
ASSIGNMENT #2 – SELECT AND ANALYZE ONE INNOVATIVE INTERACTIVE CAMPAIGN.
Select 2016 or later and not discussed in the required books.

COMPLETE THE FOLLOWING. INCLUDE THE QUESTION AND ANSWER.

1. Why are we advertising? Creative Strategy Statement
   Brand will _____ (verb) the _____ (audience) that _____ product will _______ (consumer benefit W-I-I-F-M) because _____ (reason why – brand characteristic).

2. Who was the target audience?
   a. Demographics: Household age, gender, income (HHI), education, profession
   b. Psychographics: VALS (See Ch. 1 in Toolkit, Ch. 2 in Blueprint.)
   c. Geographics: Urban, suburban and/or rural

3. What interactive tactics were used? For example: games, social media, mobile, apps, celebrity challenges, contests and live events

4. Include links that discuss the campaign.

5. Include images that demonstrate the campaign.

REMINDER: CITE ALL SOURCES.

ASSIGNMENT #3 – CREATE A CHART LISTING TEN INNOVATIVE AND INTERACTIVE CAMPAIGNS.
Campaigns cannot be found in the required books and must be from 2016 and later.

5. Find TEN examples of campaigns that use innovative and interactive media, such as apps, mobile messages, virtual reality messages, augmented reality promotions, gaming, etc.

6. Create a chart to list the ten brands. Include: 1) brand name, 2) campaign name, 3) media used and 4) why it was innovative. (Write succinctly, without lengthy explanations.)

7. Include one campaign visual for each brand.

8. Cite all web links.

For ex:

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