



UT PERMIAN BASIN

COMM 3311 783

Advertising Strategies

Spring 2024 Session 8W1

Delivery Method: Online

Instructor Information

Name: Rachel Harlow

Email: harlow_r@utpb.edu

Phone: 432-552-3319 (office)

Office Location: MB 4146

Office Hours: Please schedule an appointment to meet in person, by phone, or in Teams

Course Information

Class Location: Online

Web Conference Hours

I am available in Teams by appointment. Students can search Teams for my name or may call 432-552-3319.

Course Description

Explores the history and economic foundations of the advertising industry advertising media and messages; visual communication; and current issues in advertising.

Course Learning Outcomes (CLO)

Students who successfully complete the course and all its assignments shall be able to:

CLO 1: Describe components of the advertising industry, including its institutional structures and the organizational roles that support it.

CLO 2: Identify principles of effective advertising writing.

CLO 3: Identify principles of effective visual design in advertising.

CLO 4: Evaluate advertising products and practices against aesthetic, rhetorical, ethical, and cultural principles.

Career Readiness Skills

Students who complete this course will learn about and develop career readiness skills that support their future goals.

- **Career & self-development** is encouraged through the content of the course. In addition, the format of the course provides opportunities to network with other students, to attend Career Services events, and to engage with organizations in the advertising industry.
- **Communication** is part of every lesson every week.
- **Critical thinking** is integrated into each lesson and each assignment.
- **Leadership skills**, including understanding motivation, using innovative thinking, and considering ethics, are integrated into the course.
- **Professionalism** is practiced in every lesson every week. In particular, effective work habits and behaviors are key to success in the course.
- **Teamwork** is introduced in this course through collaborative discussions.
- **Technology skills** are developed in this course as you learn to navigate the institution's learning management system, student portal, email, and scheduling software.

Time and Effort Commitment

The time commitment for college courses is substantial, whether the course is in person or online. No matter what modality is used, the amount of credit you earn is based on the semester credit hour (SCH), which is generally 50 minutes of instructional time (lectures, class discussions, or other time

with the instructor) per week for a total of 16 weeks. In addition, the same student should expect 2-3 hours per SCH of homework (reading, studying, research and writing, meeting with groups, and such) in preparation for class. In a 3-SCH, 16-week class, a student will spend an average of 150 minutes each week in instruction and 6-9 hours of independent work outside of class.

Students in accelerated 8-week courses receive the same amount of instructional time per credit hour, but that time is spread across only 8 weeks instead of 16. In effect, this means that in this class, you should expect to spend about *6 hours per week in the Canvas classroom*, watching videos, reading Canvas modules, doing the activities requested of you, and participating in discussions. Thus, in this class you should be prepared to spend 12-18 hours each week doing homework, reading, doing research, and so on.

Regular and active participation is essential to your success in this online course. As in face-to-face courses, the quality of your participation in the class depends on your regular attendance. Logging into Canvas one day per week is like showing up to class one day per week; it will produce similar results. Your instructor uses the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

If you have concerns about the workload, please talk with your professor or with your faculty advisor to ensure that your schedule permits this level of commitment.

Required Materials

This class uses Open Educational Resources to minimize supply problems and cost to students.

- Mogaji, E. (2021). *Introduction to Advertising: Understanding and Managing the Advertising Process* (1st ed.). Routledge. <https://doi.org/10.4324/9781003008729>. Available at no cost through the UTPB Dunagan Library's online holdings.
- The [Institute for Advertising Ethics Principles and Practices for Advertising Ethics](https://static1.squarespace.com/static/6255bff1f98cb33836724372/t/64110daeb08b801af681d683/1678839225091/IAE+Principles+and+Practices+Commentary+%28Updated%29.pdf) with commentary. Available at <https://static1.squarespace.com/static/6255bff1f98cb33836724372/t/64110daeb08b801af681d683/1678839225091/IAE+Principles+and+Practices+Commentary+%28Updated%29.pdf>
- The Federal Trade Commission's [Advertising and Marketing Business Guidance web site](https://www.ftc.gov/business-guidance/advertising-marketing). Available at <https://www.ftc.gov/business-guidance/advertising-marketing>.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: Please check the UTPB book store

ISBN: Bookstore link

[Bookstore link](#)

Faculty - This list reflects your selections in the Follett bookstore website.

Additional Materials

I recommend finding a good APA Style Guide to use for class. You are responsible for following APA style in the work you submit for grades.

Important Academic Dates

UTPB [Academic Calendar](#)

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mrs. Chermae Peel

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-3395

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and

outlines the appeals process. The Student Code of Conduct is available online at:
<https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Distance Education Policy

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when or if your personal computer crashes. Limited Loaner Laptops are available through the J. Conrad Dunagan Library.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and your contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions or problems, you may be required to resubmit the files.

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Course Policies

Communication and Assignment Feedback

Your instructor generally grades course activities within seven days after the set due date. You can check your grades by clicking the [Grades](#) link in Canvas navigation. If you note any problem with your grade, contact me through Canvas Inbox course within one week. I will review your work and respond through tracked changes or in the grading notes area of the Canvas assignment. I may also offer general feedback in the performance of the course activity, but I will protect your identity in such a case.

Canvas Inbox is the best point of contact. I check email regularly during normal business hours; I may check email once on weekends, but be prepared to wait up to two full business days for responses to course messages.

Method of Instruction

This class is delivered online; you are responsible for reading, watching, or listening to the materials your instructor has provided for each week of the course. In addition to those presentations, you will interact with peers, your instructor, and your academic coach in weekly discussions and in other written assignments.

Dr. Rachel Martin Harlow is responsible for all instruction in the course. She will interact with you on the discussion boards and will grade those discussion boards and other assignments. Dr. Harlow provides the course content, resolves all disputes in the course, and is responsible for assigning your final grade.

Attendance and Class Participation

Regular and active participation is essential to your success in this online course. All students are expected to read all of the assigned materials as well as all of the public discussion materials, to do the work assigned, to notify the instructor when emergencies arise, and to submit assignments on or before their respective due dates. Students should login to the course at least twice each week, though successful students will do so more often and will probably post more often than required. Your instructor may use the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

If your instructor is to be away from the course for more than 72 hours, you will receive an email in advance.

Submission of Course Assignments

To earn credit for your course activities, you must submit them through their respective submission areas of Canvas. Keep in mind the following practices for submission of assignments:

- Submit all assignment files in .doc, .docx, or rich text format (.rtf). Please do not submit Pages files, which I cannot reliably open.

- Any time you link to content on the open web (such as a YouTube video), include a working URL link and a proper citation of those materials.
- Always keep a copy of all the work you submit and a copy of the confirmation page generated by Canvas.
- Be aware that the server may slow down as you approach the end of a due date. A slow server does not excuse late submissions.

Make-Up/Late Submission Policy

Because students are made aware of the due dates of all assignments well in advance, I will not accept work that is not turned in by the date and time noted in the syllabus. Timeliness is one component of professionalism, and because this is an accelerated course, your learning and your classmates' learning depends on your timely participation. Assignments submitted after the deadline delay your progress in the course and can diminish your classmates' learning opportunities.

If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error. You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the submission with the latest date unless you request otherwise in writing.

Extra credit may be offered to the entire class if I see an urgent and widespread need for it. Please do not ask for individual extra credit opportunities, as I will not offer to one person what I do not offer to all.

Changes to the Syllabus

Your instructor reserves the right to change the terms of the syllabus as she believes necessary. All changes will be announced once to the class. Changes to any part of the syllabus or failure to enforce the policies of the syllabus in any particular instance are at the discretion of the instructor and will not modify that or any other provision of the syllabus except as explicitly outlined by your instructor.

End-of-Course Evaluation & Instructor Evaluation

Every student should complete an end-of-course evaluation provided by UTPB. A link to this evaluation will be provided in Canvas.

Graded Material

Your final course grade is determined on the basis of your performance on the following course activities. Each activity is graded on a 100-point scale. To find your course grade, sum all the points you earned in each category, then multiply that sum by the percentage value in the table below. Add these values together to find your final grade.

Course Activity	% of Total Grade	Your grade	Multiply by	=	Weighted grade
Discussion boards (6+1)	50		0.5	=	
Advertisement selection	10		0.1	=	
Rhetorical analysis paper	20		0.2	=	
Reception analysis paper	20		0.2	=	
Total	100			=	

Assignments

Students who take this course will participate in the following course activities.

- **Discussion boards** (6 + Introduction). Using what you have learned from your assigned readings, you will participate each week in a large group discussion board in which you will respond to a prompt in an initial post of roughly 250-500 words (a very loose target). You will participate in a conversation with your classmates by replying to, critiquing, and discussing their posts and replies to posts. Please see the rubric posted to the discussion boards in Canvas for details about what you are expected to do. You will also be asked to make one brief introductory post the first week of the class.
- **Advertisement selection.** In week 2 of the course, you will select an advertisement that you will explore in depth through the entire term. Provide links to or copies of this advertisement and as much information about the brand and the creators of the advertisement as you can find. If the advertisement is part of a campaign, try to identify where it falls within the campaign. Use the IAE ethics document to identify the ethical concerns that might be applicable. Use the FTC's Advertising and Marketing Business Guidance web site to determine whether or not the advertisement falls under special consideration by the FTC or the FCC.
- **Rhetorical analysis paper.** In week 5, you'll submit an essay of 750-1000 words in which you analyze the verbal and visual rhetoric of the single advertisement you selected in week 2.
- **Media effects analysis paper.** In week 7, you'll submit an essay of 1000-1250 words in which you explore the effectiveness of the advertisement you selected in week 2. You may choose

one of the listed options to complete this assignment. Details of each option are listed in Canvas in the assignment description.

Grading Scale

Student work is not graded on a curve. Your work will be evaluated on its content, organization, writing and presentation, originality, analysis, and understanding, as described in the following table.

Letter Grade	Description
A (93-100)	Excellence in all rubric categories. Far exceeds the requirements of the assignment.
A- (90-92)	Excellence in nearly all rubric categories. Exceeds the requirements of the assignment.
B+ (87-89)	Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them.
B (83-86)	Excellence in some, but not all rubric categories. More than an adequate response to the assignment.
B- (80-82)	Demonstrates a moderately high level of competence rubric categories. Response to the assignment is slightly more than adequate.
C+ (77-79)	Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors.
C (73-76)	Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors.
C- (70-72)	Adequate completion of the content of the assignment, but shows a lack of understanding of some elements. Meets minimal requirements with distracting errors.
D (60-69)	A passing grade with significant errors. Poorly thought out or poorly supported concepts and response to the assignment.
F (50)	Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors.
No credit	Assignment was not submitted by the due date or was determine to violate

(0) academic integrity policies.

Course Schedule

Week	Topic	Required Reading	Activities
Module 1: The Advertising Industry			
1 1/16-1/21	Introduction to the course	All pages in the Start here module and Module 1, week 1 Mogaji, chapter 1	Introductions Syllabus quiz Week 1 discussion
2 1/22-1/28	Advertising ethics and law	All pages in Module 2, week 2 The AAF Principles and Practices for Advertising Ethics with commentary One topic from the FTC's Advertising and Marketing Business Guidance web site . *Optional: Federal Trade Commission Endorsement Guide *Optional: Mogaji, chapter 3	Week 2 discussion Advertisement selection
Module 2: Advertising as a Rhetorical Product			
3 1/29-2/4	Advertising and persuasion	All pages in Module 2, week 3 Mogaji, chapter 2	Week 3 discussion
4 2/5-2/11	Advertising, design, and rhetoric	All pages in Module 2, week 4 Mogaji, chapter 4	Week 4 discussion
5 2/12-2/18	Advertising and media theory	All pages in Module 2, week 5 Mogaji, chapter 5-6	Rhetorical analysis paper
Module 3: Advertising and Consumer Participation			
6 2/19-2/25	Advertising and audience values	All pages in Module 3, week 6 Mogaji, chapter 7-8 *Optional: Kalliny & Gentry (in Canvas)	Week 6 discussion
7 2/26-3/3	Analyzing and critiquing advertising	Read all pages in Module 3, week 7 Mogaji, chapter 9	Media effects analysis paper
8 3/4-3/8	The future of advertising	All pages in Module 3, week 8	Week 8 discussion

	Course conclusion Last day is FRIDAY	Mogaji, chapter 10	
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Sample Syllabus