



# FLORIDA ATLANTIC UNIVERSITY

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DEPARTMENT OF MARKETING  
COLLEGE OF BUSINESS  
(561) 297-3036 • Fax: (561) 297-0402  
March 10, 2016

## MEMORANDUM:

**TO:** Dr. James Gray  
Chair, Marketing Department

Dr. Ethlyn Williams  
Chair, College of Business Undergraduate Programs Committee

**FROM:** Dr. Allen Smith *ars*  
Associate Professor of Marketing

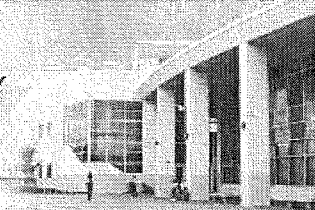
**SUBJECT:** Course Change Request  
Change from: MAR 4334: Creative Advertising Strategy: Concepts and Design  
Change to: MAR 4334: RI Advanced Advertising: Research, Persuasion, and Creative Strategy

In keeping with the university initiative through the Office of Undergraduate Research and Inquiry, I submit a course change request to alter the title and content of the Marketing Department's current marketing course MAR 4334: Creative Advertising Strategy: Concepts and Design. The course has been regularly offered in its current format for the past 15 years. In its current format, students only engage secondary research. Both exploratory research and primary research, using surveys and experiments, have neither received attention in delivery nor through course assignments.

The goal is to develop a stronger research intensive course by placing more emphasis on using advertising research and persuasion theory to inform campaign planning. There are at least six arguments supporting the course change request.

1. The change aligns with the University's pillars and platforms by enhancing the opportunity for undergraduate marketing and advertising students to engage in a systematic advertising research project by integrating the results of secondary research, qualitative research, and primary research with persuasion theory, campaign strategy, and creative message tactics.

2. Scaffolding assignments undertaken in MAR 3326: Principles of Advertising provide the foundation needed to undertake more sophisticated research projects in MAR 4334.
3. By developing MAR 4334 into a serious research-based course, and with MAR 3326: Principles of Advertising as a framework for scaffolding, the advertising curriculum can be transformed into a research-based curriculum, which aligns with the Office of Undergraduate Research and Inquiry's initiative to foster the development of research-based curriculum.
4. According to widely acclaimed studies, research exposure highlighted on a student's transcript or displayed during an interview gives the student an upper-hand in securing professional advertising employment, and in being awarded prestigious internships. Employers value candidates who provide evidence of their: 1) critical thinking capabilities, 2) ability to make meaningful contributions to a team, 3) effectiveness in working within diverse groups, and 4) analytical skills.
5. The course prerequisites do not include courses in film making and video production, photography, graphic design and art, music, and the like. Most all business majors lack both the basic and advanced skills required to meet technical production standards which reside outside and beyond the course learning objectives established for MAR 4334. The reasoning justified the placing of less emphasis on technical execution.
6. The new course name and refined course description better signal the true nature of the course to students as they seek to optimize learning skills during registration.



**MAR 4334-001**

**23788 (3 credits)**

**RI Advanced Advertising: Research, Persuasion, and Creative Strategy**

**Spring Term, 2017**

**Fleming Hall, Room 423**

**M (2:00 PM to 4:50 PM):**

**Professor Information**

**Dr. Allen Smith**

**aesmith@fau.edu**

**Fleming Hall, Room 202**

**(561) 297-2386**

**Office Hours**

Wednesdays: 12:30 PM to 5:30 PM

And by appointment

**Required Text and Materials** (We use the textbooks and you will have to rely on them.)

Davis, Joel J. (2012). Advertising Research: Theory and Practice, Pearson/Prentice Hall: Upper Saddle River, New Jersey.

Felton, George (2013), *Advertising: Concept and Copy*, 3<sup>rd</sup> edition, New York, N.Y.: W.W. Norton & Company, Inc. [ISBN: 978-0-393-73386-0]

**Other required course material and technology:**

1. Class notes in PowerPoint, and course information and assignments in Word posted on Blackboard.
2. Computer with Microsoft Office software
3. Activated Owl Card, permitting access to FAU Library's online electronic journal collection and online indexes and databases
4. Access to Blackboard—FAU's online educational support system

**Catalog Course Description**

**RI Advanced Advertising: Research, Persuasion, and Creative Strategy (MAR 4334) 3 credits**

**Prerequisite: MAR 3326: Principles of Advertising with C or better, STA 2023 with C or better**

Learn how to conduct systematic advertising research and to integrate research findings with persuasion concepts to set creative message strategy. Apply creative thinking techniques, advanced copywriting skills, and standard technical guidelines to create advertisements and promotional messages for advertising campaigns in the context of business advertising.

**MAR 4334: Supplemental Course Description and Research Intensive (RI) Designation**

MAR 4334: Advanced Advertising: Research, Persuasion, and Creative Strategy is an advanced marketing course in the advertising track that leads to a bachelor's degree with a major in marketing with or without a concentration in advertising. The course also counts toward a marketing minor. MAR 4334: RI Advanced Advertising: Research, Persuasion, and Creativity concerns the creative side of advertising. The course is primarily designed to develop skills in advertising research, campaign planning, and creative advertising while qualifying students for the

Marketing Department's advertising internship program and careers in advertising, branding, marketing and entrepreneurship. Upon successful completion of the course, you will be able to integrate advertising research, persuasion concepts, and creative advertising to solve advertising problems. Media plans and tactics are not deliberately covered. The

#### **Advertising Research**

Learn the nature, process, and ethics of advertising research. Learn how to develop an advertising research question, develop a literature review, state a hypothesis, specify a research method, apply qualitative and quantitative research methods, analyze findings, solve advertising message problems, and use findings to recommend solutions to advertising problems.

#### **Persuasion Concepts and Theories**

Advertising is persuasive. Learn how to use persuasion concepts to inform advertising research problems and how to subject research findings to persuasion concepts to develop informed creative message strategy.

#### **Campaign Planning and Creative Advertising**

Apply advertising research findings and appropriate persuasion concepts to recommend creative strategy and message tactics for an advertising campaign. Develop creative thinking skills, apply advanced copywriting techniques, and utilize technical execution guidelines to come up with original, relevant, and impactful advertisements for traditional and digital applications.

#### **Undergraduate Intensive Research Course (RI) Designation**

MAR 4334 carries the RI designation and is a research intensive course. Your transcript will indicate to employers and graduate school admission directors that you are capable of identifying problems and recommending solutions, working in diverse teams, using critical thinking, analyzing research findings to make recommendations.

### **Research Intensive Course Designation (RI) and Requirements**

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

### **Student Learning Outcomes**

Research projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

#### **SLO 1: Knowledge.**

You will demonstrate content knowledge, core principles, and skills.

#### **SLO 2: Formulate Questions.**

You will formulate research questions, with integration of fundamental principles and knowledge in a manner appropriate to the marketing discipline.

#### **SLO 3: Plan of Action.**

You will develop and implement a plan of action to address research questions.

#### **SLO 4: Critical Thinking.**

Students will apply critical thinking skills to evaluate information, your own work, and the work of others.

#### **SLO 5: Ethical Conduct.**

You will identify significant ethical issues in research and/or address them in practice.

#### **SLO 6: Communication.**

You will convey all aspects of your research (processes and/or products) in appropriate formats, venues, and delivery methods.

## How Assignments Facilitate the Assessment of Student Learning Outcomes:

Exhibit 1 indicates how course assignments facilitate the assessment of LOs at the intensive level.

### Exhibit 1: Integration of SLOs and Assignments

SLOs	Assignment Requirements and Assessments
<b>SLO 1: Knowledge</b>	<p>Knowledge of attitude theory, perception and learning constructs, persuasion models and theories, consumer behavior theories, and economic principles will be demonstrated by assignments and in-class exercises. The successful completion of assignments also requires information literacy and the abilities to identify, assess, and report market conditions using information gathered through secondary research methods. Students will demonstrate knowledge of qualitative research and focus group interviews by using the voice of the buyers to enhance target market profiles. Successful students will have demonstrated knowledge of measurement, descriptive statistics, experiments, and inferential statistics through research-based projects. Knowledge of persuasion theories and frameworks are required to integrate research findings with advertising message strategy as assessed by responses found in the creative brief. Knowledge of advanced copywriting, creative thinking techniques, and advertising execution standards are assessed by the creativity and relevance of print advertisements, broadcast commercials and video storyboards, and other promotional messages submitted.</p>
<b>SLO 2: Formulate Questions</b>	<p>Research projects may involve applied or original research. The continuous stream of new products and services, emerging media, socio-demographic change, shifts in buyers' motives and values, new business models, and the like provide opportunities for students to formulate compelling research questions. Change in the landscape of advertising, branding and marketing provide opportunities for students to enrich, extend, and refute current advertising theories, models, practices, and regulations. Students could question the inclusion of new concepts into existing frameworks. Questions can challenge the efficacy of competing models and practices or assess the possibility of using theory, models, and practices in different or emerging research streams. Students can question the use of new concepts and measurement scales to address limitations of current research or to tackle inconclusive findings of past research. In formulating questions, students may look into the validity or effectiveness of extending advertising, branding, or marketing practice into the realm of non-profit organizations by undertaking academic service learning projects through Florida Atlantic University's Weppner Center. In any case, students will develop and test hypotheses. In addition to hypothesis testing, the systematic research protocol used in the course will first challenge students to question their choice of search terms to be used during secondary research. To follow, students will demonstrate the ability probe and question the comments made by participants during depth or focus group interviews.</p>
<b>SLO 3: Plan of Action</b>	<p>Students will develop and implement a research proposal that: 1) outlines the nature and importance of the study; 2) presents a literature review useful in tracing and summarizing past research, defining constructs, and informing measurement decisions; 3) states hypotheses; and 4) specifies the method (e.g., sample frame, sampling method and sample size, questionnaire or experimental design, and selection of statistical analysis). Each research team will develop and present a research protocol and a basic project management plan, demonstrating how and when they will progress systematically across 1) secondary research, 2) qualitative/exploratory research, and 3) primary research (i.e., survey or experiment). As a required component of qualitative research, students must prepare, submit, and present a plan of action to conduct focus group interviews and to classify results.</p>
<b>SLO 4: Critical Thinking</b>	<p>Students will demonstrate critical thinking skills by: 1) reporting information from secondary research that adheres to standards of timeliness, accuracy, relevance, and validity while avoiding prejudicial arguments and biased sources; 2) identifying and analyzing competing models, theories, and practices; 3) identifying and using reliable and valid measurement scales; 3) applying relevant statistical procedures to analyze and interpret data; and 4) successfully integrating research findings and persuasion theory to solve advertising problems and inform creative message strategy.</p>
<b>SLO 5: Ethical Conduct</b>	<p>Consent forms, reviews of advertising research malpractice and unethical advertising, and adherence to FAU's Academic Integrity policy and APA standards will be evaluated to assess ethical conduct. Students will conform to regulations and ethical standards when organizing and conducting focus group interviews.</p>
<b>SLO 6: Communication</b>	<p>As part of graded requirements, students will be required to write and to present a research proposal, a research report (e.g., analysis, findings and recommendations), a creative brief, and a set of creative advertisements, commercials, and other promotional messages. Assessment of presentation skills centers on content and structure, use of professional terms, correctness, conciseness, and clarity. Verbal and non-verbal communication skills, preparation and control over material, and quality of the accompanying PowerPoint slides are also found in the grading rubric. Advertisements and promotional pieces are expected to demonstrate the careful application of advanced copywriting techniques. Students will engage in peer reviews. Written reports are expected to demonstrate proficiency in technical writing.</p>

### **Florida Atlantic University's Undergraduate Research Symposium:**

You are encouraged to submit the final research project to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: [http://www.fau.edu/our/undergrad\\_symposium.php](http://www.fau.edu/our/undergrad_symposium.php)

### **Statewide and National Opportunities to Present Your Research:**

Use the following link to find statewide and national opportunities to present the research: [http://www.fau.edu/our/get\\_recognized.php](http://www.fau.edu/our/get_recognized.php)

### **Credit Hours and Class Time Commitments**

"According to Florida State Statute 6A-10.033, students must spend a minimum 2,250 minutes of in class time during a 3-credit course. Additionally, students enrolled in a 3-credit course are expected to spend a minimum of 4,500 minutes of out-of-class-time specifically working on course-related activities (i.e., reading assigned pieces, completing homework, preparing for exams and other assessments, reviewing class notes, etc.) and fulfilling any other class activities or duties as required." The course schedule for this course reflects this expectation of students.

### **Course Navigation Path—How You Proceed through the Course**

#### **Learning Unit 1: Advertising, Research Fundamentals, and Persuasion Concepts**

1. Marketing fundamentals, advertising principles, and elements of a brand concept
2. Systematic research process
3. Nature, types, and use of advertising research
4. Ethical foundations
5. Persuasion concepts and theories

#### **Learning Unit 2: Advertising Research**

1. Advertising research: Purpose, process, and types
2. Sampling
3. Qualitative advertising research: Purpose, methods, and analysis
4. Quantitative research and descriptive statistics
5. Survey research: Measurement, types of questions, and questionnaire design
6. Experiments and inferential statistics
7. Advertising research proposals and methods—how to outline a research proposal
8. Analysis, findings, and recommendations
9. Professional research reports and presentations

#### **Learning Unit 3: Creative Advertising: Strategy, Creativity, and Execution**

1. Persuasion Concepts and Theories: Revisited and Extended
2. Situation analysis, SWOT Diagram
3. Target market profile
4. Campaign problem, broad goals, and desired effects
5. Creative brief
6. Role and importance of creativity and the creative thinking process
7. Creative concept and creative thinking techniques
8. Advanced copywriting
9. Technical execution

#### **Learning Unit 4: Measurement of Effectiveness**

1. Pretests, monitoring/concurrent tests, and post-test assessment and evaluation
2. Campaign goals and measurement of effectiveness

## Course Learning Objectives

The broad learning objectives for MAR 4334 require proof that you can integrate advertising research, persuasion concepts, and creative strategy to solve advertising problems by:

1. Identifying a research question
2. Outlining a research proposal (e.g., research question, literature review, method, requirements, etc.)
3. Conducting and summarizing results of a literature review
4. Stating hypotheses
5. Proficiently and ethically executing a systematic research project entailing secondary, qualitative, and primary research methods
6. Reporting findings and applying persuasion concepts to recommend a campaign strategy
7. Applying creative thinking techniques to come up with original and relevant creative concepts
8. Developing and applying pre-test methods to recommend a creative concept
9. Applying advanced concepts of copywriting and guidelines for technical execution
10. Using the APA format to provide in-text citations and to develop a reference section
11. Writing and presenting research reports and campaign plans

## Course Resources

### **1. FAU Library:**

FAU Library's Ask a Librarian service offers research assistance through chat, text, email and in-person assistance at the reference desk. Look for and click on the following icon on the library home page to connect to assistance.



To access "Ask a Librarian," click on the following link:

<http://www.library.fau.edu/depts/ref/askpol.htm>

### Library Reference Desk Phone:

(561) 297-3785

## Grading Scale

The minimum percentages needed to obtain each grade level are: A= 93%, A- = 90%, B+ = 88%, B = 83%, B- = 80%, C+ = 78%, C = 73%, C- = 70%, D+ = 68%, D = 63%, D- = 60%, and F = below 60%, excessive absence, and/or failure to observe other class policies.

## Course Evaluation Method

Grades are derived using the following formula:

	<u>Points:</u>	<u>% of Grade:</u>
Research proposal	70 points	12%
Copywriting exercise	30 points	5%
Creative thinking exercises (6 individual exercises @ 10 points apiece)	60 points	10%
Research report	200 points	33%
Campaign plan report	100 points	17%
Presentation—research report and campaign plan	40 points	6%
<u>Final exam</u>	<u>100 points</u>	<u>17%</u>
<b>TOTAL POINTS:</b>	<b>600 points</b>	<b>100.0%</b>

## Grading Rubrics

Grading rubrics are found at the end of each assignment. Use them to refine assignments prior to submission.

## Additional Course Policies

### Missing Exams

See Dr. Smith for a make-up date.

### Late Assignments and Deadlines Policy—Due Dates and Times

Assignments must be submitted by the deadline. Each assignment must be submitted either early or by the date and time indicated in the Blackboard menu item titled "Due Dates." If you wait until the last day to submit an assignment, quiz, or exercise and experience problems, that is your fault.

#### Penalties for Late Submissions:

1. One to two days late = Deduction of 10% from the assignment's total point value
2. More than two days late but less than one week late = a deduction of 20% from the assignment's total point value
3. One week late = Deduction of 30% from the assignment's total point value
4. More than one week late = points are forfeited and a grade of zero (0) is recorded
5. All assignments must be submitted before the last day of the class as listed in the syllabus. Students who miss an exam must take the make-up exam before mid-term grades are due. A grade of "0" points will be recorded for missing assignments and exams after the last day of class ends. Refer to the "Course Outline" found subsequently to find the last day of class and the date slated for the final exam.

### Etiquette, Netiquette, and Disruptive Behavior

Use standard English and proper spelling and rules of grammar in communicating through emails, messages, discussion boards, and other means of communication facilitated by Blackboard. Use each discussion board or other Blackboard communication tools only for the express purpose for which they were created. Do not send profanity, derogatory, or bully-like statements, or offensive images to anyone participating in this class through any Blackboard communication tool or other means of communication. Remember that emails and posts to blogs, discussion boards, and the like remain open for everyone to see and will be used to evaluate inappropriate messages and disruptive behavior. If you have disrupted the professor's ability to teach the class or your classmates' opportunity to learn, I will give you one warning. On the second occasion, you will be dismissed from class and receive a final grade of "F." If you are experiencing a netiquette issue with one or more teammates, please send a note to Dr. Smith using the "message" function in Blackboard.

### Team Contribution Policy—Failure to Make Significant Contributions:

If team projects are used in this class, the following policy applies. All students are expected to make a significant contribution to their team. Students receive the lower of either the grade assigned by Dr. Smith to the project or the grade assigned to a student based on a peer evaluation score submitted by teammates. If you fail to meet the expectation of either your team members or the professor, you will be dropped from the team, and in lieu of submitting any further assignments, you must take a three hour, closed notes and closed text, essay exam at a secure place and at a time determined by Dr. Smith or accept a failing grade for the class. You will be responsible for all material in the learning units, PowerPoint presentations, and assigned chapters in the textbook.

Standards used to indicate failure to make significant contributions include but are not limited to:

1. Untimely response to emails, messages, telephone calls, online meetings
2. Failure to correctly apply course information
3. The submission of responses in poor grammatical form, requiring others to edit a submitter's writing
4. Failure to conduct secondary research and the inability to report relevant findings
5. Not submitting secondary information with adequate citations and references in APA format
6. Failure to submit assigned responsibilities to teammates two days before a due date, constraining the ability to compile and refine the report
7. Lack of participation in and monitoring of discussion boards
8. Documented complaints from teammates
9. Poor scores on team member evaluation evaluations
10. Excessive absences (more than 3)
11. Poor test scores



By not making significant contributions, a student is swindling team members out of their opportunity to meet the learning goals of the class and to achieve career goals. While some professors believe that cheating requires an activity of academic dishonesty, I believe that doing nothing and not acting as a credible, responsive teammate is the worst type of cheating in that it constrains the success of other students.

**Grading Policy for Graded Collaborative Assignments:**

If team projects are used in this class, the following policy applies. Each teammate is expected to make significant and timely contributions to her or his team. Students receive the lower of either the grade assigned by Dr. Smith to the project or the grade assigned to a student based on a peer evaluation score submitted by teammates. If you are experiencing issues with one or more teammates, please send immediately a note to Dr. Smith using the “Message” tool found on the Blackboard menu.

**Information Literacy Policy:**

Companies expect business graduates to be proficient in gathering, storing, tracking, classifying, interpreting, and applying background information from digital databases. You must demonstrate the ability to gather and apply information from Florida Atlantic University’s online indexes and databases to pass the class. Take the online tutorial, using the following link:

<https://login.ezproxy.fau.edu/login>

**Communication and Technical Difficulty Policies:**

Use the “Message” tool on the Blackboard menu to communicate personal issues to Dr. Smith. He will not respond to email when the message pertains to personal issues, sickness notification, teammate issues, questions about a grade, and the like. Do not use “Messages” to send questions and concerns about graded assignments. Use the appropriate discussion board. Post questions and concerns about graded assignments on the appropriate discussion board and Dr. Smith will provide a response. Questions and concerns about graded assignments are welcome during class. Feel free to call or visit during office hours for assistance with questions and concerns. If office hours are inconvenient, request an appointment. Appointments are welcome and encouraged. If this is an online course, the following technical difficulty policy applies. Use email only to submit a graded assignment after experiencing technical difficulty in submitting it through Blackboard. Place the identifier “MAR 3326” in the subject box when sending e-mail. Send a complete and clear message using proper English grammar.

**Grades, Feedback, and Feedback Timeframes**

Expect feedback on each short graded assignment within one week. Feedback on more detailed assignments should arrive in no more than 2 weeks. Final grades will be available before the deadline to post final grades which is typically about two days after the end of a summer term and less than five days after the official end of the fall and spring semesters.

**Course Outline**

Dates	Topics	Reading Assignments	Submission Deadlines
<b>Learning Unit 1: Advertising, Research Fundamentals, and Persuasion Concepts</b>			
1-9	1. Welcome 2. Course overview 3. Oakley Beach Revolver 360 Case 4. Review of marketing branding, and advertising	Class Notes A: Course Overview Class Notes B: Principles of marketing, branding, and advertising Felton: Chapters 1, 2, 3, and 4	
<b>Learning Unit 2: Advertising Research</b>			
1-23	1. Research and Ethics 2. Descriptive research 3. Secondary research and sampling	Class Notes C: Research and Ethics Class Notes D: Descriptive Statistics Class Notes E: Secondary Research and Sampling Felton: Chapter 5 Davis: Chapters 1, 2, 3, 4, and 10	

<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>	<b>Submission Deadlines</b>
1-30	Qualitative research	Class Notes F: Qualitative Research and Focus Groups Davis: Chapters 5, 6, and 7	
2-6	Quantitative research	Class Notes G: Quantitative Research Davis: Chapters 10, 11, 12, 13, 14 and 15	
2-13	Quantitative research	Class Notes H: Quantitative Research-Experimentation and Inferential Statistics	
2-20	Quantitative research	Class Notes I: Quantitative Research-Experimentation and Inferential Statistics	
<b>Learning Unit 3: Creative Advertising Strategy, Creativity, and Execution</b>			
<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>	<b>Submission Deadlines</b>
2-27	Persuasion Concepts and Theories <b>Research proposals due</b>	Class Notes J: Persuasion Concepts and Theories	<b>Research proposals due</b>
3-13	Creative brief and creative thinking techniques	Class Notes K: Creative Brief Class Notes L: Creative Thinking Techniques Felton: Chapters 5, 6, 15, 18, 19, 20, 21, 22, and 23	
3-20	Advanced copywriting techniques	Class Notes M: Advanced Copywriting Techniques Felton: Chapters 7, 8, 9, 10, 11, 12, 13, 14, 16, and 17	
3-27	Advertising Execution	Class Notes N: Advertising Execution	<b>Creative thinking Exercise Due</b>
<b>Learning Unit 4: Measurement of Effectiveness</b>			
<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>	<b>Submission Deadlines</b>
4-3	1. Aligning broad goals with measurements of effectiveness 2. Pretesting concepts and ads 3. Monitoring 4. Posttest evaluation	Class Notes M: Measurement of Effectiveness	
4-10	Open Forum: 1. Research report 2. Campaign assignment and creative component		<b>Copywriting Exercise Due</b>
4-17	<b>Exam review</b>		
4-24	<b>Exam: Responsibilities:</b> Felton: Chapters 2, 3, and 5 Davis: 2, 5, 6, 11, and 14 Class Notes: F: Qualitative Research and Focus Groups I: Quantitative Research-Experimentation J: Persuasion Concepts and Theories K: Creative Brief		
May 5	<b>Final Exam: Research Report and Campaign Presentations</b> 1:45 PM to 3:45 PM  <b>Deliverables:</b> 1. Research report 2. Campaign plan and creative component 3. Presentation—research findings, campaign plan, and creative component 4. Copy of the PowerPoint presentation submitted to Dr. Smith before making the presentation		

## **Selected University and College Policies:**

### **Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

### **Plagiarism**

When you use the thoughts and ideas, words, creative pieces and work of others, you are expected to cite sources in the body of the written report and include them in the reference section. This is an advertising course requiring all creative pieces to be your own work. You cannot use extant advertisements and tag lines (i.e., positioning statements, slogans) as if they were your original thoughts. Creativity is a graded element of the course. If you plagiarize, you will receive a final grade of “F” in the course, a letter of record will be sent to the Dean of Students, and you will have to pay for a course in academic integrity. If it is your second offense, you will be dismissed from the university and will not likely be accepted at another Florida state university.

### **Disability Policy Statement**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

Link to Office for Students with Disabilities:

**[www.fau.edu/sas/](http://www.fau.edu/sas/)**

The link to [Blackboard’s Commitment to Accessibility](#) is:

**<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>**

### **Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices **and beliefs with regard to admissions, registration, class attendance and the scheduling of** examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

### **University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the course instructor at least one week prior to missing any course assignment.

### **College of Business Minimum Grade Policy Statement**

The minimum grade for College of Business requirements is a “C”. This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university’s “Writing Across the Curriculum” and Gordon Rule math requirements also have a minimum grade requirement of a “C”. Course syllabi give individualized information about grading as it pertains to the individual classes.

### **Incomplete Grade Policy Statement**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals**

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

### **Grade Appeal Process**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

### **Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct