



**MKT 4338.501**

Great things  
never came  
from comfort  
zones.

DAU - @COSMICEXTENSION

## Marketing Content Creation

Fall Term 2016

**Classroom: JSOM 1.302**

First class meeting: Wednesday, 24 AUG;

Final Presentations:

**Class Meetings: Wednesday, 7:00 PM-9:45 PM (1900-2145 HRS)**

Instructor: Keith H. Dickinson

[keith.dickinson@utdallas.edu](mailto:keith.dickinson@utdallas.edu)

Phone: 972-689-1570 /text any time; call any day before 9:00 PM/2100 HRS

Office: JSOM 13.301

### Office Hours:

Tuesday 8:30 AM-3:00 PM

Wednesday: 3:00 PM-6:45 PM

Thursday: 11:00 AM-2:00 PM

Friday: 11:00 AM-2:00 PM

Saturday: 7:30 AM-8:15 AM

Other dates/times available by appointment.

**Learning how to craft smart, relevant, clever content is foundational for any aspect of marketing in today's world -- traditional, social, digital, or experiential.**

**COURSE DESCRIPTION:** Hands-on

**Class Learning Objectives:**

- Being able to communicate with multiple audiences in all marketing avenues, including social networks, online advertising and all digital engagements.
- Being able to write clearly, concisely, and persuasively.
- Building a portfolio of work samples to help in your job search.

**Representative Career Options**

Associate Creative Director  
Blogger  
Brand/Product Manager  
Catalog Content Writer  
Content Manager  
Copy Supervisor  
Copywriter  
Creative Director  
Environmental/Experiential Designer  
Marketing Communications Specialist  
Promotions Writer  
Online & Digital Content Writer  
Public Relations Writer  
Social Media Writer/Manager  
Vlogger

**Employment Outlook**

The U.S. Bureau of Labor Statistics (BLS) indicates that employment for writers and authors, including copywriters, is projected to grow by about six percent between 2010 and 2020. In May 2012, the national median salary for writers and authors was \$55,940 a year ([www.bls.gov](http://www.bls.gov)).



IN OUR INCREASINGLY VOTED-ON AND CURATED WORLD OF SOCIAL NETWORKING AND ONLINE SHARING...

# QUALITY CONTENT *is* KING

## KEY DECISION MAKERS ARE EMBRACING CONTENT



<sup>1</sup> OF PEOPLE FEEL BEING ON A SOCIAL PLATFORM THAT DOES NOT ALLOW CUSTOMERS TO EXPRESS THEIR OPINIONS MAKES THEM MORE LIKELY TO BUY FROM THAT COMPANY<sup>3</sup>

<sup>2</sup> OF CHIEF MARKETING OFFICERS EXPECT TO INCREASE THEIR USE OF CUSTOM CONTENT IN THE FUTURE OF MARKETING<sup>4</sup>

<sup>3</sup> OF CHIEF MARKETING OFFICERS EXPECT MARKETING TO BE MORE EFFECTIVE FOR B2B ADVERTISERS IN THE LONG-TERM TOWARD CUSTOM CONTENT<sup>4</sup>

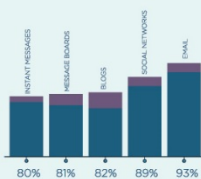
**B2B MARKETERS INVEST 26%** OF THEIR TOTAL BUDGETS ON CONTENT MARKETING<sup>1</sup>

**60%** OF B2B MARKETERS PLAN TO SPEND MORE ON CONTENT MARKETING IN THE NEXT 12 MONTHS<sup>1</sup>

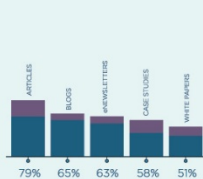
**Content Marketing IS A COMMITMENT, not A CAMPAIGN.**  
- JON BUCKAL

## CONTENT IS SOCIAL, SOCIAL IS KEY

CONTENT SHARING TAKES PLACE ON EVERY MEDIUM<sup>1</sup>

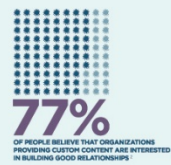


TOP 5 CONTENT MARKETING TACTICS INCLUDE<sup>1</sup>



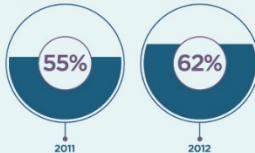
## QUALITY CONTENT SPEAKS TO CONSUMERS

**TRADITIONAL MARKETING** talks at people.  
**CONTENT MARKETING** talks with them.  
- Doug Hessler



## OUTSOURCE TO IMPROVE YOUR CONTENT

COMPANIES THAT OUTSOURCE THEIR CONTENT MARKETING<sup>1</sup>



MARKETERS ARE INVESTING **\$12.5 Billion** IN ONLINE CONTENT<sup>2</sup>

**CONTENT MARKETING** — is the only — **MARKETING LEFT**

**At Inklyo,**

OUR GOAL IS TO RID THE WORLD OF BAD CONTENT. BUILT ON A SOPHISTICATED PLATFORM, INKLYO PROVIDES YOUR ORGANIZATION WITH ACCESS TO A TEAM OF VETTED WRITERS  
**24 hours a day · 7 days a week**  
LET US CREATE SOMETHING COMPELLING FOR YOUR COMPANY.



www.INKLYO.com

<sup>1</sup> www.contentmarketinginstitute.com/wp-content/uploads/2011/12/B2B\_Content\_Marketing\_2012.pdf  
<sup>2</sup> www.hubspot.com/state-of-inbound-marketing/  
<sup>3</sup> www.slideshare.net/duckofboom/col-nrielsen-content-sharing-study  
<sup>4</sup> www.contentcouncil.com

**(C4) DIGITAL C4 - MARKETING AGENCY**

**INFOGRAPHIC**

# CONTENT LIFE CYCLE

CONTENT FOR ONLINE BRAND VISIBILITY NEEDS TO BE WELL WRITTEN, FLUID, DYNAMIC, AND SHARED.

# GATHER

verb /ga TH er/ - Bring together and take in from scattered places or sources



**GRAB CONTENT YOU'RE INTERESTED IN**  
 TRENDS  
 THEMES  
 HOT TOPICS  
 INDUSTRY NEWS  
 LEADING BRANDS  
 WORLD NEWS

# CURATE

verb /kyoo rāt/ - Select, organize, and look after the items in (a collection or exhibition)

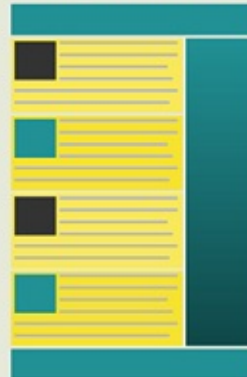
**ORGANIZE GATHERED CONTENT AROUND A RELEVANT THEME.**



Organize your content to suit your company, your audience, and most importantly...YOU!

# WRITE

verb /rit/ - To show (information, etc) in written form; to be the author of (a blog, article, paper, etc.).



**WRITE KEYWORD RICH ARTICLES, BLOGS, SITE COPY, AND MORE, USING INSPIRATION FROM CONTENT YOU'VE CURATED! IT'S IN ENDLSS SUPPLY.**

- BLOG POSTS
- ARTICLES
- PAGE/SITE COPY
- WHITE PAPERS
- FAQ'S
- CASE STUDIES
- FACEBOOK NOTES

**NOTE: DON'T PLAGIARIZE!**  
 We're saying take ideas from good content out there on the web and write about it, comment on it, and promote your own opinion and share that opinion with others. Use it for inspiration. You don't have to think of everything yourself!

# PUBLISH & SHARE

verb /SHe(ə)r/ - Tell someone about (something), esp. something personal (to you)

**DON'T IGNORE SOCIAL NETWORKS**

**TALK**  
 LinkedIn  
 100+ Million  
 Facebook  
 500+ Million  
 Twitter  
 150+ Million

WANT AN AUDIENCE?

**THEN SHARE YOUR CONTENT WHERE YOUR AUDIENCE IS!!!!**

- FACEBOOK
- TWITTER
- LINKEDIN
- STUMBLEUPON
- DIGG
- REDDIT
- GOOGLE
- BLOGS
- YOUTUBE
- FLICKR
- SLIDESHARE
- FOURSQUARE



# RECYCLE

PUBLISH TO LET OTHERS CURATE YOUR CONTENT

**WHAT IS A COPYWRITER?**

Copywriting is not just about writing, it's about using words to make an idea come alive.

Copywriters create advertisements that make you laugh, smile and cry. What a great way to connect with people.

Copywriters write for television, radio, newspapers, magazines, brochures, websites, posters, billboards, Twitter, Facebook and many more. There will probably be a whole lot more to work with before this sentence ends.

Copywriters have to find the right words to talk to different groups of people. You have to speak their language.

Understanding people is the most important tool a copywriter can have. It really helps when you have to advertise the most boring product in the world.

It's not just about selling; it's about making people feel good about the brand.

**10**  
The least amount of times a copywriter should rewrite their copy to make it sound just right.

**3**  
The time in the morning copywriters tend to wake up and scribble down an idea. That's usually when the best ideas are born.

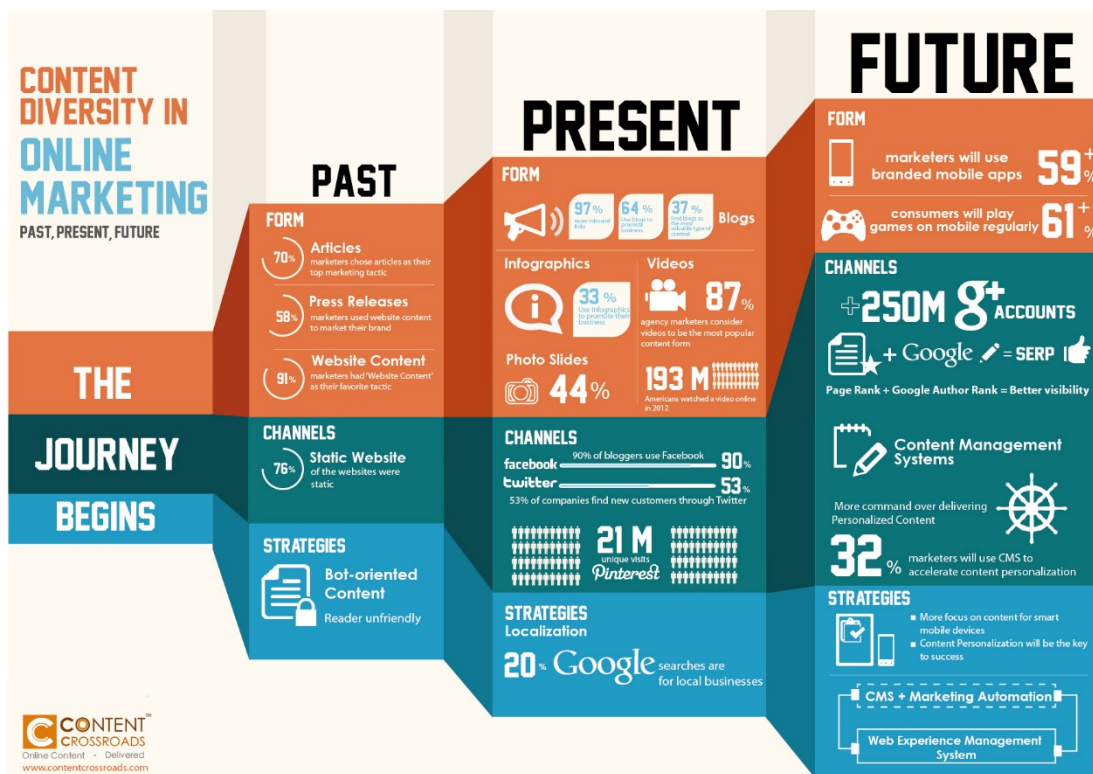


### Instructor Experience and Expertise

**Keith H. Dickinson** has been a copywriter and creative director at two of the world's largest advertising agencies: Young & Rubicam and McCann WorldGroup (formerly McCann-Erickson). Other agencies include Grey Advertising and TM Advertising here in Dallas. Assignments included jobs in New York, San Francisco, Los Angeles/Orange County, Zurich, Frankfurt and Milan. His work has been recognized at the Clios, the London Advertising Festival, Addy Awards, ABA, Target Direct Response Awards, and the Caddys (Creative Advertising Club of Detroit).

**Students are exposed to coursework that introduces them to the various types of communication.** Course topics include:

- Mass communication
- Human behavior and language
- Communication studies
- Advertising
- Professional writing
- Multimedia writing
- Rhetoric, culture and persuasion
- Professional writing style and grammar
- Publishing and editing copy
- Photoshop
- Video editing
- Guest speakers from local marketing and advertising agencies



**WHAT YOU WILL NEED FOR THIS CLASS**

**Course Textbook**



**Felton: ADVERTISING CONCEPT AND COPY (Third Edition)**

**ISBN-13: 978-0393733860 ISBN-10: 0393733866**

**Buy New: \$40.70 (prices vary by retailer)**

**Rent: \$16.84 - \$16.86**



**Textbook Editorial Reviews**

"The updated third edition . . . continues to provide new generations with a powerful, in-depth approach to creative advertising routines . . . [A] recommended pick for any business library." (*Midwest Book Review*)

"Felton has not just written a course on copywriting techniques, but rather a travelogue through the land of thinking. . . . Even the most long-suffering, jaded, cynical agency ad person will benefit from having this book in the desk drawer and secretly dipping into the 'Toolbox.'" (Byron Ferris, *Communication Arts* magazine)

"Finally a book that strips away some of the smoke and mirrors of the creative process and gives students a groundwork for conceiving an advertisement. I would recommend it to anyone considering this profession."  
(Christopher Cole, vice president/creative director, BBDO, New York)

"Full of incredibly useful stuff that will make anyone thinking about getting into advertising up to speed on the most important part: the Idea." (Steve Stone, founding partner, Heat, San Francisco)

"The best advertising book I have ever read. Most books overextend with power phrases and industry lingo. *Advertising: Concept and Copy*, on the other hand, speaks superbly to anybody. I think it's the clearest and most concise text yet produced for the advertising professional, covering all the most relevant topics without being boring or technical. It's practical, intelligent, relevant—and my secret weapon." (Simon Morris, director, P2P Interactive Marketing & Advertising, Melbourne, Australia)

**IMPORTANT NOTE:** A student membership in the American Marketing Association (cost=\$47) is now required for successful completion of this course. Access to the AMA Collegiate Competition involved access to proprietary information. Your instructor is required to submit the membership numbers of all students before the client case study can be made available to the class. Students have until Week 3/07 SEP to provide AMA membership numbers to the instructor. Join by going to:

<https://www.ama.org/Pages/BecomeMember.aspx>

The following software programs are also required for the course. Since you will be teamed up with other class members, you may wish to split the costs among the group. If a team member already has these (or similar) programs, then additional purchase is not required.



**Photoshop CC** Available from adobe.com for \$19.99 a month

Your choice of video editing programs, depending on whether you have a Mac or PC:



**iMovie (Mac/iOS)** Purchase for \$14.99 at

<https://itunes.apple.com/us/app/imovie/id408981434?mt=12&ls=1&v0=www-us-mac-imovie-app-imovie>



**Power Director 14** Available for \$49.99 from many online outlets including

[http://store.hermanstreet.com/powerdirector-14-deluxe-download/?cmpid=MPPC-HS-Shopping-Video\\_Editing\\_Software-Ecomm&pkw={keyword}](http://store.hermanstreet.com/powerdirector-14-deluxe-download/?cmpid=MPPC-HS-Shopping-Video_Editing_Software-Ecomm&pkw={keyword})

## Industry Trends

**“Almost 50% of creative jobs available today—including copywriters, designers, creative directors and content creators—aren’t at agencies,** compared with 30% in 2010, estimates Amy Hoover, the president of Talent Zoo, a recruiting firm that specializes in the advertising, marketing and media fields.

“BuzzFeed has a unit that works with marketers to produce ‘branded content,’ articles and videos that are paid for and are designed to be highly shareable on social media. Facebook Inc. has an in-house creative unit that works with advertisers on their Facebook campaigns, and is starting an ‘Anthology’ program that will help marketers produce branded videos for Facebook. Google Inc. offers similar opportunities.”

**THE WALL STREET JOURNAL,** June 01, 2015

“It’s a Brave New World out there for writers. Words are wonderful on the Web. The whole universe is writing. Blogworld, Twitterworld, Whatever Next world. Long copy, short copy—even stories and scripts. Copy is truly back from obscurity. Facebook posts. Instagram pages. Tweets. YouTube channels, Webisodes, video games and even TV program ideas.

“The hottest interactive ad agencies drool nowadays at a really cool writer with digital dexterity whose brain is a sponge that soaks up pop culture and spits it out faster than a stand-up comic on speed.”

**Paraphrased from the Miami Ad School Copywriting course description**

**Class Methodology and Work:** The class will be set up as a seminar and workshop on creativity and creative communication, using advertising copywriting as its methodology. Classes will consist of a weekly in-depth exploration into excellence in advertising, viewing award-winning advertising forms, followed by analysis, questions and discussion. Readings on creativity and innovation, as well as change in the advertising industry influenced by a new era of communication will be part of weekly lecture and interactive discussion

Leading creative directors, copywriters, art directors, marketing managers, and TV commercial producers will be guests in class at different times. There is neither a midterm nor a final exam. The focus of the class will be a creativity workshop where students will be assigned to a teammate for the semester to create their advertising portfolio. Each week, student work will be critiqued by the instructor from a creative director perspective.

In this class, students will create a copywriter portfolio of ad concepts that they can use to in a job search in ad agencies or other firms and organizations.

**The deadline for ALL discussions and class assignments is ALWAYS Tuesday, 11:59 PM-2359 HRS on the Tuesday before Wednesday's class.**

#### **Learning Goals and Required Skills:**

**1. *The absolutely mandatory skill, which you must bring to the class, is a fluent ability to write and speak English, having a facility to play with the language. This is not negotiable.***

2. Learn to recognize marketing strategy and focus it laser-sharp for creative strategy.

3. Learn to write with consciousness, clarity, artistry, rhythm and spare amounts of words to infuse the language with power, emotion, humor and depth.

4. Learn to write to convince, advocate and sell.

5. Learn how to play with language so that it conveys multiple meanings on different levels and between the lines.

6. Learn to create advertising concepts and ideas, writing for print ads, brochures, direct mail, television and radio commercials and selected online communication and social media, including blogs.

7. Learn a level of excellence leading to judgment of what is effective creativity in the advertising industry.

8. Learn how to think strategically and conceptually, in a focused manner to create effective communications, in all media

9. Learn how to work with a visually oriented teammate, brainstorming, leading to idea generation.

## Assignments and Grading

### **Final: American Marketing Association Collegiate Case Competition Team: 35% of grade**

Your final project will be you and your teammates' creation of an advertising campaign for a product or service, as specified by the AMA. You will be required to create a marketing strategy document and a creative strategy, with "legs." You will learn the concept of "legs" and how a creative strategy must have them to move in multiple directions for many different kinds of media.

Multiple assignments will be given to each team to comprise 30% of the grade.

The project will be entered in the American Marketing Association University competition, which will give you and your teammate important and useful work that you can use in your career search.

### **Final Project Teammate Evaluation 10% of your grade**

Using a provided electronic form, you will evaluate the success of your team, both from your viewpoint and the contributions of your teammate.

**Active participation in class and weekly graded discussions: 20% of grade** Class discussions will evolve based upon the readings on creativity as well as the implementation through creating advertising concepts. Creativity raised many thoughts, issues and tensions. Each week there will be interactive discussions regarding these issues. Students will be required to think, articulate and participate.

The hybrid between classroom and online environment offers an exceptional opportunity to visit topic-related sites and discuss relevant issues. For this purpose, students will be asked to visit a variety of sites, report and discuss on their findings. The online discussions are an excellent tool for every student, from the shy to the gregarious, to participate in class discussions. You cannot do well in the course unless you participate fully on a week-to-week basis.

**Assignment 1: Due Week 5: Individual Written Assignment: 10% of your grade** Create an ad/marketing communication, either for this class, or for yourself. This assignment is posted in the eLearning Course Content. **Must be uploaded through the assignment no later than 11:59 PM/2359 HRS, Tuesday, 20 SEP.**

**Primary Research Assignment : due 14 OCT. 05% of your grade**

**WHAT:** All groups need to submit their completed research to me, either electronically via the eLearning course assignment OR in-person OR slipped under my door (JSOM 13.301).

**WHERE:** My office (in-person or under the door) or uploaded through the course assignment. I will be available in my office from 3:00 PM-5:00 PM that Friday if anyone wishes to discuss in person. If multiple people show up, we'll grab a conference room.

**WHY:** In the revised syllabus, this research will be 05% of your course grade. This gives you real-world experience in gleaning insights and information from primary research, both qualitative and quantitative. This is the first step in creating effective, targeted marketing messages.

**SKILLS GAINED:** 20 percent of the AMA competition is effective presentation of primary research.

**Assignment 2: Due 2 NOV: Individual Written Assignment: 10% of your grade** Write a 60-second radio spot OR a 30 TV spot OR a YouTube video up to 90-seconds long promoting a new (theoretical) class for corporate marketing personnel which would cover the new era of Internet marketing and globalization and how to navigate it effectively. This program would be offered at UTD on four weekends (Saturday, 9 am-4 pm), as part of the Executive Education program. The title of the course will be **Corporate Marketing Communications in the Wired World**. An assignment with more details will be posted in eLearning. **Must be uploaded through the eLearning assignment by 1159 PM/2359 HRS, Wed, 02 NOV**

**WHY:** Learning to communicate within given time limits is a hard skill to master, even for seasoned professionals. Assignment #2 is designed to help strengthen your talents in this area. You can choose radio (just audio); 30 TV; or long-form YouTube video, up to 90-seconds. If you wish, you can recommend how/where the video/commercials are offered/posted—via Twitter, on utdallas.edu or elsewhere. Remember, this class is being marketed to working corporate professionals who may or may not be UTD grads, but are otherwise not on campus.

**SKILLS GAINED:** Writing for broadcast media (radio/TV/YouTube/podcasts)

**Assignment 3: 14 DEC by 11:59 PM: Individual Written Assignment: 10% of your grade**

**WHAT:** Create a piece of marketing communication (**format/medium is up to you**) for the pro bono/charity/public service cause of your choice. See the assignment in eLearning for more details. Must be uploaded through the eLearning course assignment.

**WHY:** Opportunity to use all the skills gained to date to deliver a meaningful message for a cause about which you care. Does not have to be American-only.

**SKILLS GAINED:** Done right, this can be a portfolio piece for you.

**Online Threaded Discussions**

The Online Discussions require your substantive participation, and will be graded on both **frequency** of participation and **quality** of the posts.

***Each student is required to post to each Online Discussion activity A MINIMUM OF TWO times during the week ON TWO DIFFERENT DAYS. TO RECEIVE MAX POINTS, THE FIRST POST SHOULD BE MADE NO LATER THAN 11:59 PM EACH FRIDAY AFTER WEDNESDAY'S CLASS. You will receive some (but not full) credit for initial posts made later than the day after class. After the initial post, you may make additional posts on any subsequent day and as many times as you wish. Post early. Post often.***

Why TWO different days? The Threaded Discussions are meant to be dialogues, not monologues. You are to engage and be engaged by the other posts I make and those of other students, and to respond in kind.

#### **RUBRIC FOR GRADING THE ONLINE THREADED DISCUSSIONS:**

**Grading of the Online Discussion will be according to the following guidelines:**

At the high end of the spectrum, to get an **"A"**, (90 or above) there must be at least two or more substantive contributions. By "substantive" is meant postings that add something more to the discussion than has already been posted. This could be an elaboration on a previous comment, an explanation to help a fellow student, or a point of debate. You can agree or disagree with whatever has been already said in the discussion, as long as you back up your statement. "A" students are those who are providing leadership in the discussion throughout the week. They are also students who provide outside materials that reinforce and enrich the discussion, either in the form of links or in properly cited quotations from respected sources.

At the low end of the spectrum, no **participation** means an **"F"**. **I can't grade what I can't see, so if you're not there, and don't post anything, I cannot grade you with anything but a "0."** Being out of town is not an acceptable excuse for not posting. There are very places on this planet that do not offer Internet access. If your plans including visiting one of them, then you should ensure that your posts are complete before that trip to Pyongyang.

Moving up the scale, a **"D"** means, "meets minimum standards." You earn 60-69 in the discussion by just showing up and making minimal comments like "I agree" or "Good point," without adding any new thought to the discussion. At least, I know you're there and reading what's being discussed.

A **"C"** represents minimally adequate participation. If you are in the Online Discussion and say something new that adds to the discussion, you'll get a grade somewhere in the 70-79 range.

When you start making value-added comments during the week, then I can see you're getting the material and contributing to the class. That's worth a **"B"**, or a grade in the 80-89 range.

**Remember: full participation means that in addition to posting a response to the topics presented, you will also respond to comments of the instructor and other students.**

**Points will be lost if your week's first post is made later than the Friday following Wednesday's class or if you only make ONE post or make two posts on the exact same day. (You'll some credit, just not as much as you would if you'd followed the guidelines.**

**Each previous week's topic will close @ 11:59PM/2359 HRS every Tuesday**

### Quality Posting Habits

If you are responding to a reading <b>your post should...</b>	<b>Summarise</b> what you saw as the <b>main point</b> , and <b>explain</b> what you thought of that main point and why.
If you incorporate research from the Internet, <b>you should...</b>	<b>explain</b> the search strategy used and why you think the link will be helpful for the group to look at
If you are responding to a classmate's post, <b>you should...</b>	Click on the individual's comment (this will indent the discussion); <b>Summarise</b> what the other person you are responding to has said; Follow the summary with a <b>reaction</b> .
If you are following up on a classmate's posts, <b>you can extend the discussion through one of the following open ended prompts:</b>	What you wrote <b>made me think</b> of/about... What I <b>agree</b> with is...because What I <b>disagree</b> with is...because I'm <b>not sure I understand</b> ...

Once again, please note that Online Discussion grades will be based on: the **Quality** of your response, and the **Frequency** of your participation during the week. You can do more than two posts per topic, of course, and doing so can improve your chances of a higher grade.

**YOUR FIRST POST TO EACH WEEK'S TOPIC MUST BE MADE NO LATER THAN FRIDAY AFTER WEDNESDAY'S CLASS AT 11:59 PM IN ORDER TO BE ELIGIBLE FOR FULL CREDIT**

**EACH PREVIOUS WEEK'S DISCUSSION TOPIC CLOSSES AT 11:59PM/2359 HRS EVERY TUESDAY.**

**NEW TOPICS WILL BE POSTED NO LATER THAN THE MONDAY PRIOR TO WEDNESDAY'S CLASS. (Yes, the previous and new topics will overlap, allowing you to get a jump on the next week or catch up on the current week.)**

97-100*	A+
90-96	A
80-89	B
70-79	C
60-69	D
<60	F

***“Content marketing is a commitment, not a campaign.”*** Jon Buscall

**Absence Penalty—Note Well**

Regular attendance is mandatory for success in this class. You may miss up to three (3) classes without needing to provide an excuse. (The three “free” classes do NOT include the group presentations at the conclusion of the course, at which all students are expected to be present.) When a student is absent, he or she isn't just missing important class time—that student is letting down fellow group members. **Each unexcused absence after the third missed class will cost you four (4) GPA points—so missing six classes could mean losing 12 (12) points from your total GPA. (3 missed X 4 points)**



### How to spot a Copywriter?

1. They love reading and writing.
2. They are apostrophe freaks.
3. They keep up with the latest and newest happenings, even if it's absolutely ridiculous.
4. They get FOMO (fear of missing out) easily and are always on top of new trends and technology.
5. They are lateral thinkers that look at the world differently.

### Why do we need them?

Copywriters contribute to the creation of brands. Imagine what a dull place the world will be without them!

They understand how brands can add value to people's lives.

Copywriters create communication that connects with people in a rewarding way.



### Essentials for all copywriters:

1. Coffee (You will form a great bond early in the relationship.)
2. Notebook (Or maybe ten. You'll fill it up quickly and only you'll understand your notes.)
3. Pocket dictionary (Yes, it is all available online now, but books make you look clever.)
4. Books (Obviously you should love reading, writing and language.)

### Why is Advertising a great career?

There's a constant demand for skills in this field.

You can wear jeans to work.

It is a young dynamic industry.



It constantly changes. Every project is different.

You learn something new with every project. It may be weird at times, but still entertaining.

### Fun fact:

Copywriters are always quick to share an interesting fact or two, even if it doesn't have anything to do with the current conversation.

Week	Textbook Reading	Graded Assignments	Milestones and Key Events
1  Wed 24 AUG	<b>Syllabus Review-Read Chapter 1: Creating an Advertising Strategy Chapter 2: Researching Your Client's Product</b>	<b>Threaded &amp; Classroom Discussion</b>	<b>First Class</b>
2  Wed 31 AUG	<b>Chapter 3: Understanding Consumer Behavior</b>	<b>Threaded &amp; Classroom Discussion</b>	
3  Wed 07 SEP	<b>Chapter 4: Analyzing the Marketplace  Intro to Photoshop</b>	<b>Threaded &amp; Classroom Discussion</b>	<b>Project Team Assignments Finalized</b>
4  Wed 14 SEP	<b>Chapter 5: Defining Strategic Approaches</b>	<b>Threaded &amp; Classroom Discussion</b>	
5  Wed 21 SEP	<b>Chapter 6: Developing the Creative Brief  Supplement (emailed to you and in Resources): AN INCONVENIENT TRUTH FOR COPYWRITERS</b>	<b>Threaded &amp; Classroom Discussion</b>	<b>Assignment 1 Due</b>

6 Wed 28 SEP	<p><b>Conducting Primary and Secondary Research (DIY for Creative Teams)</b></p> <p>Supplemental Reading will be emailed to you and available in Course Content Resources</p>	Threaded & Classroom Discussion	
7 Wed 05 OCT	<p><b>Photoshop How-To Presentation- presented by Jeffrey Moshier</b></p> <p>Mr. Billy Scullion-Guest Speaker</p> <p>Chapter 7: Execution-Telling Stories</p> <p>Video: Ira Glass on Storytelling-four-part YouTube video:  <a href="https://www.youtube.com/watch?v=loxJ3FtCJJA&amp;list=PLVAKRvcPbG6u5Phaz5PyBZdlU6k3sJ4IS">https://www.youtube.com/watch?v=loxJ3FtCJJA&amp;list=PLVAKRvcPbG6u5Phaz5PyBZdlU6k3sJ4IS</a></p>	Threaded & Classroom Discussion	
8 Wed 12 OCT	<p><b>IN-CLASS WORK SESSION FOR COURSE PROJECT TEAMS</b></p> <p>Your Primary Market Research is due by 5:00 PM/1700 HRS on Friday, 14 OCT</p>	Threaded & Classroom Discussion	Market Research from each group due by 5 PM, Friday, 14 OCT
9 Wed 19 OCT	<p><b>Primary Task: As a class, we'll develop our creative brief for this assignment.</b></p> <p>AMA project deliverables will be assigned by group.</p> <p>Chapter 8-Execution-Thinking in Words &amp; Pictures and Chapter 9, Execution II, Thinking and Words and Pictures.</p>	Threaded & Classroom Discussion	
10 Wed 26 OCT	<p><b>WHAT:</b></p> <p><b>7:00 PM-7:50 PM</b></p> <p>In-class work session for the deliverables assigned the previous week. You can work in or outside class, as long as you're back in the classroom by 8:00 PM. I'm available to assist and answer questions.</p> <p><b>8:00 PM-9:30 PM</b></p>	Threaded & Classroom Discussion	

	<p>Chapter 17: Television, Video &amp; YouTube</p> <p>Chapter 13: Radio/Audio/Podcasts</p> <p><b>GUEST SPEAKER</b> (tentative)</p>		
<p>11 Wed 02 NOV</p>	<p><b>WHAT;</b> The following assignment must be uploaded by 11:59 PM tonight, WED, 02 NOV.</p> <p><b>Assignment #2 (due on 02 NOV)</b> will require students to write a 60-second radio spot OR a 30 TV spot OR a YouTube video up to 90-seconds long promoting a new (theoretical) class for corporate marketing personnel which would cover the new era of Internet marketing and globalization and how to navigate it effectively. This program would be offered at UTD on four weekends (Saturday, 9 am-4 pm), as part of the Executive Education program. The title of the course will be <b>Corporate Marketing Communications in the Wired World.</b> An assignment with more details is posted in eLearning.</p> <p>You are free to ask questions or get preliminary feedback on your submission, 7:00 PM-7:30 PM. As before, you will have the chance to revise your initial submission based on my feedback and earn all 100 points. This is worth 10% of your final grade.</p> <p>We will also cover <b>Chapter 10-Words II-Writing Well</b> and <b>Chapter 16: How to Write a Headline.</b></p> <p><b>WHY:</b> Learning to communicate within given time limits is a hard skill to master, even for seasoned professionals. Assignment #2 is designed to help strengthen your talents in this area. You can choose radio (just audio); 30 TV; or long-form YouTube video, up to 90-seconds. If you wish, you can recommend how/where the video/commercials are offered/posted—via Twitter, on utdallas.edu or elsewhere. Remember, this class is being marketed to working corporate professionals who may or may not be UTD grads, but are otherwise not on campus.</p> <p><b>SKILLS GAINED:</b> Writing for broadcast media (radio/TV/YouTube/podcasts)</p>	<p><b>Threaded &amp; Classroom Discussions</b></p>	<p><b>Assign. #2 due tonight, by 11:59 PM, uploaded through eLearning.</b></p>
<p>12 Wed 09</p>	<p><b>WHAT:</b> In class project work session for group assignments, followed by show and tell.</p> <p>Each group should be in class by 8:00 PM. You can work in or outside</p>	<p><b>Threaded &amp; Classroom</b></p>	

<p><b>NOV</b></p>	<p>the class up until that time. At 8:00 PM, we will have an informal, no-pressure review where each group presents/discusses its work with everyone else.</p> <p>This isn't SHARK TANK. We win together. Constructive criticism (emphasis on constructive) should be welcomed by everyone. My credo: As long as the suggestion makes it better/clearer/more succinct, that's a win-win. If a suggestion just makes it different (and not better), then it should probably be disregarded.</p> <p>The feedback arrived upon will be used to consolidate and prepare for the following week's internal presentation/review.</p> <p><b>WHY:</b> The class presentation materials have to be uploaded no later than Wednesday, <b>07 DEC at 12 noon Central Time</b>. With the Thanksgiving holiday, time will be short. I want to give you as much time and all of us need to provide constructive feedback so that you can confidently prepare for the deadlines.</p> <p><b>SKILLS GAINED:</b> Working in a team, under pressure, to a meet a deadline.</p>	<p><b>Discussion</b></p>	
<p><b>13 Wed 16 NOV</b></p>	<p><b>WHAT:</b> Internal Presentations for the AMA Group Presentation. I have already asked Billy Scullion to be one of the judges and will also ask Dr. Haworth to be a judge, as well. If you have other suggestions as to faculty members or outside judge candidates, please let me know.</p> <p>At the end of the presentations, which should not take more than an hour-75 minutes, we will sit down and reach a consensus as to how best to consolidate the materials for the 07 DEC submission. Please keep in mind that the final presentation in New Orleans can be no more than 25 minutes total.</p> <p><b>WHY:</b> We are up against a very tight deadline and Thanksgiving makes it tighter. We need to reach a collective consensus as to what the final materials should look like. Once you make the short-list for New Orleans, you will have over two months to revise materials for the 16 MAR presentation.</p> <p><b>SKILLS GAINED:</b> Presentation of team-created work. Getting and acting on feedback.</p>	<p><b>Threaded &amp; Classroom Discussion</b></p>	

<p>14</p> <p>Wed 23 NOV</p>	<p><b>THANKSGIVING BREAK-</b></p> <p><b>NO CLASSES THIS WEEK</b></p>	<p>No dis- cussion.</p> <p>No Nothing.</p>	
<p>15</p> <p>Wed 30 NOV</p>	<p><b>WHAT:</b> Final Class Work Session. The goal will be to put together all the materials for a cohesive, coherent and impactful presentation to be uploaded the following week, on Wednesday, 07 DEC.</p> <p><b>WHY:</b> It's your last chance to ensure consistency and clarity in the complete presentation. If necessary, we have the next six days to revise, as necessary. However, I expect all of you will have a great set of documents and exhibits. 27 people will have worked on this, but you should end up with a one-sight, one-sound presentation. Who wins? Everyone.</p> <p><b>SKILLS GAINED:</b> Executing revisions based on internal (class) and external (judges) feedback. Working to achieve a consensus.</p>	<p>Threaded &amp; Classroom Discussion</p>	
<p>16</p> <p>Wed 07 DEC</p>	<p><b>WHAT:</b> Final Class Meeting. <b>Not the End:</b> In-Class Discussion (assigned by teams) for suggestions, complaints, textbook suckiness, what worked, what didn't, what to add/edit/delete, etc.</p> <p><b>EXTRA CREDIT opportunity.</b> But no complaints without a constructive fix/ suggestion. This will be conducted by Dr. Julie Haworth.</p> <p><b>WHY:</b> If this class is offered in the future, your honest feedback will help the next instructor and his/her students, whoever he or she may be.</p> <p><b>SKILLS GAINED:</b> Catharsis.</p>	<p>Final Threaded &amp; Classroom Discussion</p>	

<p>Wed 14 DEC</p>	<p><b>WHAT:</b> No class meeting Two final deliverables are due by 11:59 PM tonight, Wednesday 14 DEC.</p> <p><b>Assignment #3: 10%</b> From the readings and discussions on changes in the advertising industry due to a new era of Internet communications and globalization, create a piece of marketing communication (<b>format/medium is up to you</b>) for the pro bono/charity/public service cause of your choice. See the assignment in eLearning for more details.</p> <p><b>Team Member Assessment: 10%</b> Using a provided electronic form, you will evaluate the success of your team, both from your viewpoint and the contributions of your teammates.</p> <p>You submit this electronically and confidentially through eLearning.</p> <p><b>WHY:</b> Assignment is a chance to put all the skills you've learned into one final submission. Team member evaluation is critical to the final phase of any project. <i>Would you work with each person again on a similar project?</i> That's a key (but not the only) question.</p> <p><b>SKILLS GAINED:</b> Using feedback from other assignments to create an important message that will benefit a public service organization of your choice.</p>		<p>Peer Evaluation  &amp; Assign. 3  Due by 1159 PM tonight  Upload Through eLearning.</p>
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**Why I Cannot and Will Not Discuss Your Grades by Email or Phone  
The Family Educational Rights and Privacy Act of 1974 (FERPA)**

This national act relates to your rights of privacy regarding your grades. It is analogous to the HIPAA laws which protect the privacy of your health information. These rules protect you at any American higher learning institution which accepts federal money, whether you're a U.S. citizen or not.

As part of my duty to following the guidelines of this federal law, please make note of the following:

**I do not disclose grades to ANYONE via email or over the phone to prevent this information from ending up in the hands of a third party.**

I will ask you to look at the comments in the Grade Book. Even if you call to ask about your grade, I will ask you to login and look at the grade with me. That way we can discuss the grade while you are looking at it online. If you are not online, I will ask you to call back when you are online.

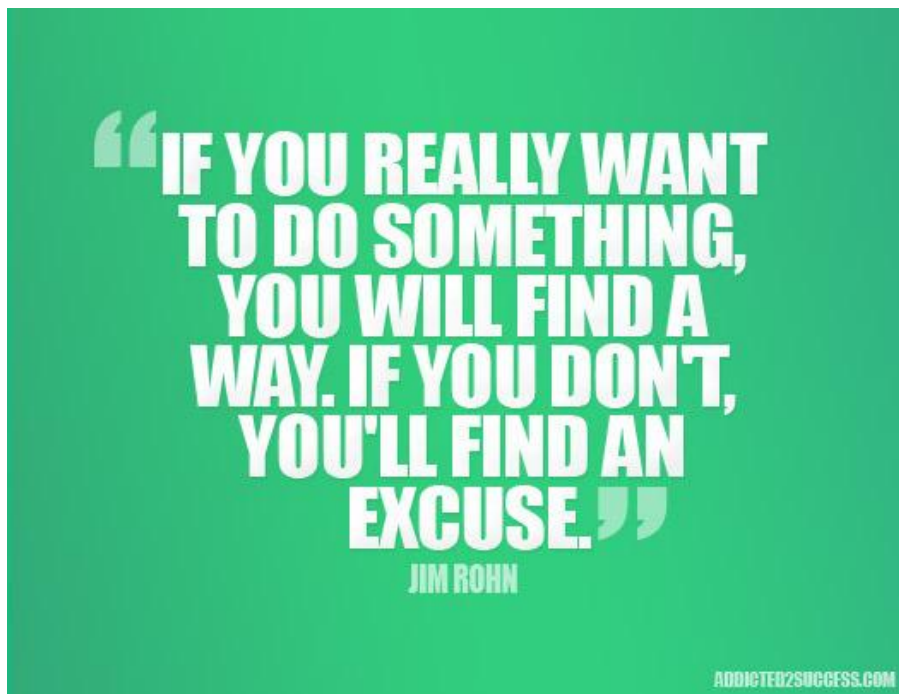
While my wife is convinced my laptop never leaves my side, there *are* times I am not online. Should you call me at one of those times, we will arrange a time mutually convenient to

continue the conversation when we both have online access.

I will NEVER disclose your grade information to a parent, friend, spouse, or any third party about a particular student's performance, either verbally, via email or a written note. "They said it's OK," does not fly with me or with the Feds. Please do not tell me that "all the other instructors do it." First of all, I am sceptical of such blanket statements. Secondly, if even one instructor is freely disclosing grades, he/she is in violation of Federal law and UTD policy.

**One final note: *Technical problems are NOT acceptable excuses for late assignments in this class.*** Completing your assignments well in advance of their due dates will ensure that last -minute technical problems (power outages, computer crashes) don't derail your success. Please back up your work in several places: your system, a memory stick/flash drive, email the file to yourself at another e-mail account, etc. There is nothing worse than losing your hard work to a computer crash, and such issues will not constitute valid excuses for late work in this class. Students are expected to take the necessary steps to ensure the timeliness of their work.

**Play it safe! Back up your work.**



### Student Conduct in Class



Students are expected to conduct themselves professionally in class, just as in any business meeting.

Late arrivals, side conversations, and non-class related usage of laptop computers and/or hand-held messaging devices are rude, unprofessional, and distracting to your fellow students and the Instructor.

Walking in and out of class, once class has begun, is also disruptive to the learning environment.

These kinds of repeated disruptions will count against your Attendance/Participation score.

**Any activity that disrupts the learning environment can and will result in the instructor requesting that the student(s) causing the disruption leave the room for the duration of the class.**

**Individuals requiring special accommodation should contact the professor before or after class or during office hours.** Or contact me via text, email, or phone. Please let me know if I can help in this regard. I cannot provide assistance if I'm not aware of the situation, and I am more than happy to do anything to reasonably accommodate you per the requirements above.

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### **Campus Carry Policy**

For full details, please visit the University of Texas at Dallas Web page on the topic:

<http://www.utdallas.edu/campuscarry/>

### **Sharing Confidential Information-Title IX Reporting**

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator.

Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator.

Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the

clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist).

Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

## **Technical Support**

If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: [assist@utdallas.edu](mailto:assist@utdallas.edu) or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

## **Field Trip Policies, Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, <http://policy.utdallas.edu/utdbp3023>, and at <http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

## **Student Conduct and Discipline**

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Discipline and Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the

rules and regulations (SSB 4.400, 972-883-6391) and online at <http://www.utdallas.edu/deanofstudents>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

**Academic Dishonesty:** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain>.

## **Copyright Notice**

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy at <http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm>.

## Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

## Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor.

## Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

## Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, advisor actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

## Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

## AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see <http://www.utdallas.edu/studentaccess>). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

## Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

## Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentsuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

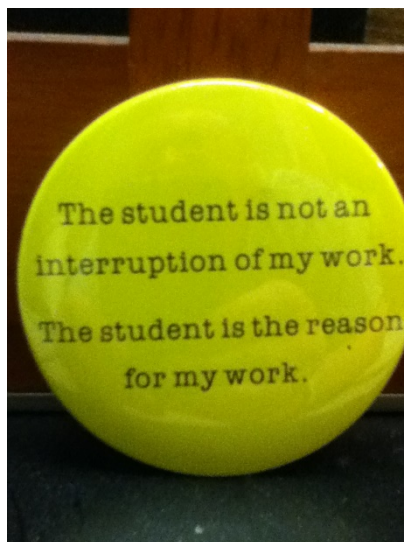
The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

**Supplemental Instruction (SI)** provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

**Success Coaches** are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to [ssc@utdallas.edu](mailto:ssc@utdallas.edu).

**CONTACT WITH INSTRUCTOR:**

My contact information is on the front page of the Syllabus. You may call me any day, any time before 9 pm (2100 hrs). (Email or text any time, of course). If you phone, please identify yourself by first and last name and the name of the class. I can help you faster if I can place you. Please do not apologise for calling me. You are never interrupting my work—you are the reason for my work.

**The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor and factors such as weather or changes in university scheduling. They will be announced via class email; please check yours regularly, as the Outlook email system is my only way to contact you.**

**MAKE SURE YOU LOG IN TO ORION TO ENTER YOUR MOBILE PHONE NUMBER SO YOU CAN RECEIVE OFFICIAL UNIVERSITY TEXT MESSAGES REGARDING EMERGENCY SITUATIONS.** These messages and the UTD home page will announce any weather/emergency closures most likely before I am informed. Obviously, the policies of the University of Texas at Dallas take precedence over anything on this schedule.





**QUESTIONS? Just ask. I'll answer (almost) anything.**

# CONTENT WRITING

giving your brand a voice that will effectively communicate to your target market through the use of digital media

## Content is for CONSUMERS.

78%



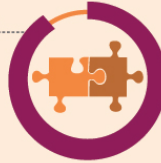
consumers believe that companies behind the content are interested in building good relationships

68%



consumers read content from a brand they find interesting

90%



consumers find custom content useful and helpful

## CONTENT TYPES *for* BUSINESSES



BLOG



VIDEO



SOCIAL MEDIA



EMAIL



AUDIO



IMAGES

## Content is for SEARCH ENGINES.

55%



more visitors

97%



more inbound links

434%



more indexed pages

97%



more indexed links

## BENEFITS *of* Content Marketing



Online Traffic Generation



Customer Engagement



Long-term Customer Relationship



Purchase Decision Influence



Social Media Presence



Brand Awareness

“Content Marketing is a **COMMITMENT**, not a campaign.”- Jon Buscall

### Sources:

Blog.atomicreach.com  
Brandnewcopy.com  
Socialmediatoday.com  
Dashburst.com  
Brafton.com  
Easymerge.com

This infographic is presented by: