



GLOBAL ADVERTISING

Course: ADPR 438/838
Section: 700
Semester: Summer 2021 | First 5
Credit Hours: 3
Time: June 7-July 9, 2021
Location: Asynchronous online
Instructor: Dr. Frauke Hachtmann
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Zoom Office Hours:

Thursdays, 11 a.m. - Noon
 See link in Canvas Calendar or use
go.unl.edu/zoom_adpr438

Office Hours by Appointment:

go.unl.edu/fh

COURSE OVERVIEW

As the world becomes smaller with technological advances and global market expansion, marketers, advertisers and communicators must become familiar with factors influencing their field. This course helps tomorrow's professionals determine how to communicate effectively with consumers in different cultures and how to make educated decisions regarding research, strategy, media, and creative executions in a globalized world. We will take a close look into the agency world, learn about the main players, their clients from around the world, and the ad campaigns they create. Throughout the session you will develop an international ad campaign aimed at consumers in a culture outside the United States.

Prerequisites

- Undergraduate students: Junior standing and [JOMC 101](#), [JOMC 130-134](#), [ADPR 151](#), [ADPR 221](#), [ADPR 283](#).
- Graduate students: Graduate standing

COURSE FORMAT

This course is an asynchronous distance course, which means that students and the instructor are engaged in “anytime-anyplace” learning. While there are specific deadlines for completing assignments, you have some flexibility in terms of when to work on specific tasks as long as you meet those deadlines. Instead of meeting in a traditional classroom at a specific time, we will use Canvas (course management system) to communicate, access and submit assignments, and interact with each other. This is a highly interactive course and I want us to engage regularly and consistently.

To get started, please do the following:

1. Read this syllabus in its entirety
2. Log on to my.unl.edu and click on this course
3. Click on "Modules" > "Start Here" for instructions on how to get started

ORGANIZATION

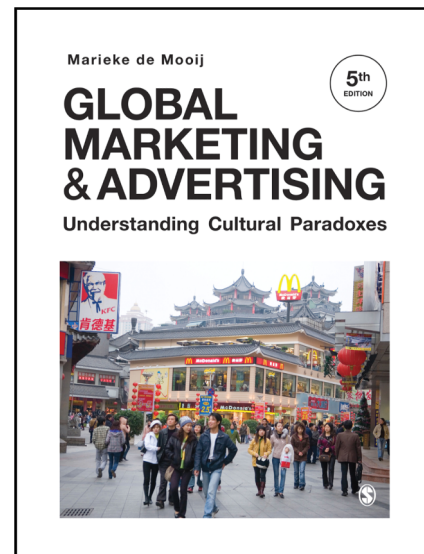
This online course is organized in four weekly modules and each contains assignments, discussion prompts, quizzes and additional reading/viewing materials. Each module starts on Wednesday (with the exception of the first week, which starts on Monday and includes a series of tasks in the "Start Here" module), which is when you will be able to access the week's materials. In the regular modules, you will have the first five days of each week (Wednesday through Sunday) to read the material and work on and post your assignments. You will then have the two remaining days (Monday and Tuesday) of each module to make progress toward your group project. The modules are **sequential** in nature and you will need to complete each by the designated deadline before being able to move on to the next one. Each module will become available on Wednesdays at midnight.

REQUIRED COURSE MATERIALS

The textbook is one of the leading texts in this area. It provides the foundation for this course and will give you a solid background in the field. You need to refer to the text and potentially other sources in all your written assignments, including the weekly discussion.

De Mooij, Marieke (2019). Global Marketing and Advertising: Understanding Cultural Paradoxes, 5th Ed. Thousand Oaks, CA: Sage Publications.

Important: Learning the content of the book is critical to succeed in this course. This course is part of UNL's Inclusive ACCESS program, which is provisioning automatic ebook access for each student enrolled. The Inclusive Access etext version of this book is around \$30 and will be billed to your student account automatically unless you opt out.



You will receive an email from "donoreply@redshelf.com" to your huskers.unl.edu email address with information for how you can access the digital material, and an email from "noreply@follett.com" explaining ACCESS and referencing the opt-out process. For pre-session courses, you will have through June 11, 2021 to opt out (or to opt back in after opting out) if you choose to obtain the required material through another means. If you opt out of the ebook access, UNL will remove the ebook fee from your student account.

If you don't have access to the message from Redshelf, please refer to the Appendix in this syllabus for more information. If you are having problems accessing the text, please contact Brytewave at support@brytewave.com or call 1-877-612-2233.

We will use Canvas as our learning management system, where you will access assignment descriptions and rubrics, an updated schedule, discussion boards, and all communication for this course. Please make it a habit to check Canvas daily. You will also submit all of your assignments via Canvas unless otherwise instructed.



Some of the assignments in this course will be completed as a screencast instead of a traditional paper. There are many different tools that you can use to pull up your computer screen and record your narrative. I recommend using VidGrid, which is free if you sign up with your UNL credentials. For more information, please click here: <https://go.unl.edu/academicvideo>.



Recommended Supplemental Resources – Industry Trades:

Adweek
Ad Age
PR Week

On the Media
Wired
Fast Company

Inc.
The Upshot
Fortune



Also subscribe to our Twitter list to stay in the know:
<https://go.unl.edu/adpr438>

LEARNING OUTCOMES

ACE Outcome

UNL's Achievement-Centered General Education Program (ACE) is built on student learning outcomes that answer the fundamental question, "What should all undergraduate students--irrespective of their majors and career aspirations--know or be able to do upon graduation?" This course is certified to meet ACE student learning outcome #9: "Exhibit global awareness or knowledge of human diversity through analysis of an issue."

The **ad analysis** will be used to assess ACE #9. The assignments are explained in more detail below.

ACEJMC Competencies

The College of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The mission of ACEJMC is "to foster and encourage excellence and high standards in professional education in journalism and mass communications." ACEJMC recommends that all graduates be aware of certain core values and competencies. This course addresses the following competencies:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications
- Think critically, creatively, and independently

After completing this course, students will be able to:

- Demonstrate an awareness of current issues in the global marketplace and its implications for advertisers (awareness)
- Explain how culture influences communication (understanding)
- Work with others as well as individually to solve problems creatively (application)
- Synthesize and integrate information and ideas (application)
- Evaluate how cultural differences affect the degree of standardization/differentiation of a cross-cultural advertising campaign (application)

OPPORTUNITIES TO LEARN

This course offers numerous learning opportunities via short video lectures, class discussions, assigned readings, individual assignments, and a group presentation. Be prepared to think critically, apply what you read, share your views, listen to other viewpoints, and take notes. Take responsibility for your own learning and participate actively and regularly.

OPPORTUNITIES TO DEMONSTRATE WHAT YOU'VE LEARNED

Quizzes

It is very important that you become familiar with the concepts and ideas presented in the main text for this course (DeMooij, 2019, "Global Marketing and Advertising: Understanding Cultural Paradoxes") as well as the supplemental reading/viewing materials. There will be five short quizzes covering the content in each of the four modules as well as the start up sequence, including the assigned chapters as well as any other posted material. Each quiz consists of 10 questions and you will have 15 minutes to complete it. The questions for each quiz are generated from a question pool. You are welcome to use your book and notes when completing the quizzes but I ask that you complete them in your own and not collaborate with others. You will complete these quizzes directly in Canvas.

Discussion/Participation

Regular and active participation in this course is essential and therefore mandatory. Yellowdig is a discussion platform that provides an easy means for learners and other users to communicate and collaborate about class content and share a broad array of timely and relevant learning resources from the wider world (e.g., videos, news articles, blogs and more). The beauty of Yellowdig for this purpose is in its simplicity. It uses conventions from social media combined with gamification. Different actions and responses to your posted content in Yellowdig can earn you points. There is a weekly maximum of points that you can earn, which resets every Monday. You will have access to more information about how many points you can earn and how the points are passed back to Canvas.

Agency Profile (Individual Assignment)

You are to provide an overview of a global advertising agency. Each student will select an agency of his or her choice, conduct research about the agency, and then post a screencast presentation along with examples of the agency's work on Yellowdig. Your agency of choice must be approved by the instructor before you begin your work. You are eligible for participation points if you watch and respond thoughtfully to other students' work by the stated deadlines.

Ad Analysis (Individual Assignment)

You need to find an ad that ran (or is currently running) in a different country. You will then analyze the piece using the tools and models discussed in class. Your ad choice must be approved by the instructor before you begin your work. You will receive instructions about how to have your ad approved. You are eligible for participation points if you watch and respond thoughtfully to other students' work by the stated deadlines.

International Ad Campaign (Group Project)

The purpose of the semester assignment is to gain hands-on experience preparing an advertising campaign for an international brand in a non-English speaking country. The project consists of conducting and analyzing research, developing creative, and presenting your campaign to the class. You will receive an assignment description with more information as well as a grading rubric. You will submit the project in chunks in each of the four modules to help you stay on track.

Cannes Lions International Festival of Creativity (Graduate Students Only)

Every year since 1954 creatives from around the world gather in the south of France to compete at the coveted [Cannes Lions International Festival of Creativity](#). Graduate students will take a deep dive into the Lions competition by producing a 5-page report that focuses on the festival's content. In addition, you will create a five-minute video summarizing your report, which will become the basis for class discussion that week. Undergraduate students are expected to participate in the discussion to earn participation points. You will receive additional instructions, including a grading rubric, for this assignment.

Extra Credit: Pay-it-Forward

Sometimes things happen in life that may throw a wrench in your plans. In the real world, most supervisors will work with you if you've established a professional persona in your work environment. In other words, if you generally produce quality work, work well with others, and turn in your work by -- or better yet before -- a deadline, your boss will likely give you the benefit of the doubt and come up with a compromise. We will treat your performance in this course similarly.

You are eligible to bank extra credit as you complete the course. Think of this as a "pay-it-forward" option. You may complete one extra credit assignment in each of the four modules and each will count as an additional 0.5% of your final grade, so you can add a total of 2% to your final grade if you complete all four assignments. I will not give extra credit after deadlines have passed or after the course has ended. Please follow the instructions on Canvas on how to complete these assignments.

GRADING PROCESS

Your course grade will be determined from two individual assignments (agency profile and ad analysis), a group project (international ad campaign), module quizzes, and weekly class discussions for a total of 450 points. In addition, graduate students will complete a report about the Cannes Lions International Festival of Creativity, present it to the class and lead the discussion, which adds an additional 50 points to their total. You will receive written descriptions for each assignment on Canvas. I use grading rubrics to assess and grade each assignment that you turn in. Each rubric awards points based on the description of the assignment, which, in total, will comprise your final grade as follows:

	Undergraduate Students	Graduate Students
International Campaign (group):	200 points	200 points
Agency Profile (individual):	50 points	50 points
Ad Analysis (individual):	50 points	50 points
Discussions/Participation:	100 points	100 points
Quizzes:	50 points (distributed across modules 1-4 + start-up)	50 points (distributed across modules 1-4 + start-up)
Cannes Assignment:	N/A	50 points
TOTAL:	450 points	500 points

A+	97% - 100%	C	74% - less than 77%
A	94% - less than 97%	C-	70% - less than 74%
A-	90% - less than 94%	D+	67% - less than 70%
B+	87% - less than 90%	D	64% - less than 67%
B	84% - less than 87%	D-	60% - less than 64%
B-	80% - less than 84%	F	0% and less than 60%
C+	77% - less than 80%		

CoJMC undergraduate majors must earn at least a C to count this course toward their degree.

Graduate students must earn at least a B to count this course toward their degree.

Grade Definitions

A+	An exemplary performance in which the student demonstrates mastery of the subject matter, and an ability to converse about the material at the level of a professional practitioner.
A, A-	An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material to communicate clearly. The student demonstrates a high degree of creative and/or logical thinking; a superior ability to organize, to analyze, and to integrate ideas; and an effective use of language and grammar.
B+, B, B-	A good to very good performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to communicate ideas clearly. The student demonstrates a good use of language and grammar.
C+, C, C-	A fair performance in which the student demonstrates a general grasp of the subject matter and a moderate ability to communicate ideas clearly. The student displays an adequate use of language and grammar.
D+, D, D-	A poor performance in which the student demonstrates a minimal familiarity with the subject matter, and whose attempts to communicate

ideas are inadequate. The student displays minimal understanding of language and grammar.

F An inadequate performance. Failure.

Grade Appeals

In general, grades are not negotiable. Please read the instructions for each assignment thoroughly and ask questions early either in class or by posting them on the dedicated Q&A discussion board on Canvas. It is also wise to review the grading rubric before completing the assignment, which you can access in Canvas as well. If you believe the instructor made a mistake (we are all human after all), you need to follow the process outlined below within one week after having received the grade.

1. You need to wait at least 24 hours after having received your grade/feedback before contacting the instructor or teaching assistant. Please note that grade appeals will not be heard after seven days of having received the grade.
2. Put your complaint in writing and send it via Canvas to the instructor, who will then respond either in writing or by inviting you to a face-to-face conversation about your complaint.

POLICIES AND PROCEDURES

Engagement Policy

Since we are learning in an asynchronous online environment, you have a lot of flexibility in terms of working on the material. For the most part you can work at your own pace within each module as long as you get the assignments completed by the designated deadline in each module. Since this is an extremely condensed course, I recommend that you log on every day to make progress.

To ensure that all students are fully engaged in the course, I expect the following from you as a student in this course:

- That you read & watch all assigned course content in the module when it is assigned
- That you complete all assignments by the stated deadline
- That you actively participate in the discussions in your assigned group
- That you let me know ahead of time if you will not be able to meet the stated deadlines so that we can make alternative arrangements

Late Work

All assignments and due dates are provided in the syllabus and on Canvas. I encourage you to start early and to submit your assignments ahead of the deadline. With the exception of the Yellowdig discussion board, I will accept work that is submitted up to three days after the deadline. However, you will lose 5 percent of your grade for each day that your assignment is turned in late. Canvas rounds up the day to the next whole number, so if an assignment is 1.3 days late, the late penalty will round it up to two days, equalling a 10 percentage point deduction.

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Communication is key!

Communication

Your @huskers.unl.edu account is the primary email for all university communications for students. This email will ensure that students never miss important university communications and it will be connected to MyRED and Canvas accounts. Additionally, students will use it to access university library services and software — like Adobe Creative Cloud, Matlab, Office 365 and more. If you have any questions about how to access your @huskers.unl.edu account, please click on this link: <https://its.unl.edu/helpcenter/student-email-migration/>. Please use your @huskers.unl.edu account for any technology you plan to use for this class.

Questions

If you have any questions about **course material**, please post them on the Q&A discussion board in Canvas so that all students can see your question(s) along with my answers. Please do not send me questions via email or voicemail about course content if you need a quick answer.

If you need to speak with me about **personal issues**, please DO contact me via Canvas messenger or email. Better yet, make an appointment and speak with me in person at <http://go.unl.edu/fh>

Preparedness

You are expected to strive to meet professional standards. Successful students are prepared for class. Engage in class ready to learn so that you'll have a greater chance of understanding what the instructor is presenting. You also will be better prepared to ask questions about any material that you may not have understood. Know beforehand what is going on in class each day and be prepared. Read your syllabus and log on to Canvas frequently to access the updated schedule.

Conduct in Class

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.

Disruptive behaviors are not permitted. Repetitive and seriously disruptive behavior, e.g. , fighting, using profanity, personal or physical threats or insults, damaging property, may result in your removal from class.

INSTRUCTOR ROLE

My goal is to teach you **how** to think, not **what** to think. This course uses a student-centered approach, meaning that my objectives as a teacher in the most basic sense are two-fold:

1. To provide you with the necessary skills and to help you develop an understanding of concepts and theories in advertising that will enable you to make informed strategic decisions and to communicate those strategies to various audiences orally, visually and in writing.
2. To help you to develop self-confidence in your decision-making – professionally and personally – and to instill a desire for lifelong learning.

We are going to create a community of learners and scholars by providing a positive and intellectually stimulating learning environment. This online course is an ideal environment to engage you in critical thinking and to ask you to communicate your thoughts in an electronic format. I will facilitate the discussions and provide feedback periodically. While I will **read** every single post, I will **not respond** to every post. Instead, I will comment on interesting posts, ask additional questions, and at times play devil's advocate to stimulate the discussion.

Online Presence

In general, I am online every day during the week and periodically during the weekends. Feel free to contact me via Canvas with questions -- I will do my best to get back to you within 24 hours. I also invite you to join me during my weekly office hours or to make a Zoom appointment with me at <http://go.unl.edu/fh>.

ACADEMIC INTEGRITY

Every student must adhere to the policy on academic integrity set forth in the UNL Student Code of Conduct as outlined in the UNL Bulletin. Students who plagiarize may receive a failing grade on an assignment (first instance) or for an entire course (second instance) and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with the professor before completing the assignment. Academic dishonesty includes:

- handing in another's work or part of another's work as your own.
- turning in one of your old papers (including something you wrote in high school) for a current class.
- turning in the same or similar paper for two different classes,
- using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, Web sites and other students' papers.

For some of the assignments you are required to complete, I will use "Turnitin," which is a suite of tools that provides instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content comprising of over 165 million journal articles, 850 million student papers, and 62 billion, current and archived, websites. Turnitin produces a similarity report and a similarity score. A similarity score is the percentage of a document that is similar to content held within the database. A similarity report gives the instructor more information about any potential matches and their sources. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. All submissions to this course may be checked using Turnitin.

STUDENT SUPPORT SERVICES

Academic Success Coaching

UNL offers individual coaching sessions on time management, goal setting, motivation, study routines, study skills, test preparation, study groups, and general transition issues related to academic success. You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See <https://success.unl.edu/> for schedules and more information.

Well-Being Coaching

UNL offers individual coaching focused on student well-being and strengths. The student coaches have been trained to help other students thrive using the nine dimensions of the well-being framework. You can schedule online with the coach of your choice at <https://resilience.unl.edu/>.

Mental Health

UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Visit <https://caps.unl.edu/> for more information. Big Red Resilience & Well-Being (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770. Visit <https://resilience.unl.edu/> for more information.

Writing Center

At the Writing Center, located in 102 Andrews Hall, you can work with an individual writing consultant on any type of writing at any stage in your writing process. This is a free service available to all UNL students. For an appointment, call 472-8803 or schedule online at <https://www.unl.edu/writing/home>.

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

Recording of Lectures/Discussions

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

Diversity & Inclusiveness

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

The College of Journalism and Mass Communications values diversity in the broadest sense – gender, age, race, ethnicity, sexual orientation, economic status, physical and intellectual ability, religion, education and geography. We recognize that acknowledging, building understanding and incorporating diversity throughout the curriculum prepare students for communications careers in a global society. As communicators, we know journalism, advertising, public relations, broadcasting and other forms of strategic communications must reflect society in order to be credible, reliable and effective. Inaccuracies or biases in our written, spoken and visual reports mean we have failed as journalists. Diverse voices and perspectives improve our accuracy and truthfulness. In advertising and public relations, we cannot succeed if we do not understand the value of or know how to create inclusive communications that reflect a diverse society.

Trespass Policy (Regents' Policy 6.4.7)

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property, and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

NETIQUETTE GUIDELINES

- Follow the same standards of behavior in electronic communications that you would follow in real life
- Respect other people's time by keeping replies short and to the point and attachments small in file size
- Avoid writing messages that are in ALL CAPS. This is the equivalent of shouting online
- Check the spelling in your electronic communications
- Use appropriate punctuation and grammar
- Keep the focus of your responses in forums and chats on topic

- Use caution when using sarcasm and humor. Emotion is very difficult to convey without face-to-face communications, and jokes may be viewed as criticism. Instead, use emoticons to express humor and other emotions

ADPR 438/838 TENTATIVE SCHEDULE

For an updated schedule, please refer to Canvas.

MODULE	START	END	CLASS TOPICS	READING	ASSIGNMENT
Start here!	June 7	June 8	Introduction to Global Advertising <ul style="list-style-type: none"> • Course overview • Introductions 	Syllabus	<ul style="list-style-type: none"> • “Start here” quiz • Pre-assessment
1	June 9	June 15	Global Advertising Agencies <ul style="list-style-type: none"> • Paradoxes in Global Marketing Communications • Global Branding: Values & Culture 	Chapters 1, 2, 3	<ul style="list-style-type: none"> • Agency Profile • Group project: part 1
2	June 16	June 22	The Role of Culture <ul style="list-style-type: none"> • Dimensions of Culture • Culture and Consumer Behavior • Culture and Communication 	Chapters 4, 5, 7	<ul style="list-style-type: none"> • Ad Analysis • Group project: part 2
3	June 23	June 29	Culture in Advertising <ul style="list-style-type: none"> • Culture and the Media • Culture and Advertising Appeals • Culture and Executional Style 	Chapters 8, 9, 10	<ul style="list-style-type: none"> • Cannes Lions • Group project: part 3
4	June 30	July 6	The Campaign <ul style="list-style-type: none"> • Value Paradox and Strategy • Group Work 	Chapter 11	<ul style="list-style-type: none"> • Group project: creative and pitch
End here!	July 7	July 9	Reflection <ul style="list-style-type: none"> • Evaluations • What have you learned? 		<ul style="list-style-type: none"> • Post-assessment • Evaluations

APPENDIX: BRYTEWAVE INSTRUCTIONS

BryteWave Access Guide V1.2

3 Main Ways in Which BryteWave can be Accessed by the Students in a Follett ACCESS Program

1. **Follett will send an email to all students with access link to the BryteWave shelf.**
 - BryteWave (RedShelf) account will be created using the student's academic email address. An email will be sent to the student with a link to their shelf. This link will take the student to that BryteWave shelf account where they can log into and find the preloaded material.
 - Students can also use the login URL for [BryteWave](https://brytewave.redshelf.com/) which is now located at: <https://brytewave.redshelf.com/>
 - While they can get in at the URL, they may have to request a password change if they don't follow the activation link that was emailed to them.
 - All ACCESS students will receive an email that looks like [this sample](#). If the student clicks the link in the email, it will pass them into their BryteWave shelf (which is the same as if they logged in at the login URL) and will be able to complete an account set up. (set password, etc.)
 - Additional support for email can be found here: [BryteWave Email info](#)
2. **Accessing through the course in the campus Learning Management System (LMS)?**
 - If the RedShelf LTI has been installed on campus, and the professor has added the RedShelf BryteWave link in their LMS, then that link will also send the student into their BryteWave account / shelf. If they haven't created an account at this time, they would need to complete their BryteWave account setup. If they follow the link after order release has added the material to the student's BryteWave shelf, then that student's books should be on their shelf when they follow the link to their account.
3. **Accessing through Follett Discover Access?**
 - A student can also get to the bookshelf by clicking the link in Follett Discover Access for BryteWave. This link acts just like the LTI link and will pass that student into their BryteWave Shelf.

Note: Overall, the student (once Follett has created the order) will have the book on their shelf, and will just need to get to the BryteWave shelf to log in or get passed into it from one of the links mentioned above and then they have access. Orders are typically created for students via Follett ACCESS one or two weeks prior to the start of classes. Check with your bookstore manager to confirm when orders will be fulfilled.

Resources:

For further tutorials or additional information on this process, you can visit or the students can visit the [BryteWave Knowledge Center](https://brytewavesolve.zendesk.com/hc/en-us) at: <https://brytewavesolve.zendesk.com/hc/en-us>

support@brytewave.com or call 1-877-612-2233.