

Marketing, Media & Communication I

AAD 616 :: Fall 2016 :: TR 6:00-7:50pm :: Mezzanine Lab, Lawrence Hall

Instructor:

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Office Hours: T, TH - one hour prior to class (or by appointment)

This class is the first part of a required two-course sequence in AAD introducing students to practical and theoretical issues shaping relationships between marketing, media, and communication in arts and culture sector work. While emphasizing current concerns with digital culture and emergent technologies, we will explore the historical arc of practices and strategies constituting marketing, design, and the deployment of myriad technologies for arts and culture programming.

Taking on marketing approaches, communications strategies, delivery technologies, creative tools, and archiving mechanisms, we will read widely and discuss critically the issues central to arts management across varying contexts. We will also develop and refine skills in marketing and communication through hands-on projects that synthesize readings and tools, while visits by professionals across a range of settings will give us opportunity for mentorship and advice.

The goal is for us to move through these resources toward praxis - the translation of idea into action - preparing us to work effectively and efficiently with media in the arts and culture sectors. For this first course in the sequence, such preparation will manifest in a robust branding and graphic standards campaign for an arts or cultural organization. This campaign will form the basis for assignments and activities you will undertake in the second course (Winter term) of this sequence focused on generating a marketing plan.

Learning objectives:

We have designed this course to enable each student to achieve the following goals:

- Understand concepts and practices of organization branding
- Gain critical insight into the role brand identity plays in successful presentation and marketing of an organization
- Understand the relationship of specific multi-media design tools and application for arts marketing strategies and purposes (which prepares you for Winter term course in this series)
- Develop basic conceptual design and design software tools application for branding an actual organization, with the term outcome of a graphics design campaign

Course Texts & Resources:

There are two texts to purchase (listed below), while other readings will be distributed electronically via the **course site** (as PDFs) and **Diigo** (an online social bookmarking service). If you have your own blog (especially if you are an AAD student on the AAA WordPress system), you can link to the course site directly via an RSS feed or some other form of syndication. The address is:

<http://mktgmediacomm.com/>

*In addition to hosting readings and case-study materials, the course site will be the space where we post assignment materials and view each others work. We will **not** be using Blackboard for this course, so visit the site quite often and think of it as the primary portal for this course outside of the classroom.*

Reading materials (for purchase at UO Book Store):

Robin Williams Design Workshop. Williams, Robin; Pearson, 2007

The Non-Designer's Design and Type Book. Williams, Robin; Pearson, 2008

PDFs will reside on a password-protected page of the course site, and we will give out the password at the beginning of the term.

Resources stored in **Diigo** will be tagged according to the week you should review them; these are key to completing many of the graphics/design assignments, and should be considered "required" reading. If you are not familiar with **Diigo**, we will gladly help you become so!

Workload & Grading:

There are **five** kinds of assignments: A) weekly lexicon postings; B) periodic/short exercises in brand identity; C) case study analysis; D) final collateral design/graphics standards and E) learning goals/reflections. In addition to these assignments, we expect you to complete all readings and contribute to class discussions (in-class and online). Assignment descriptions and point values follow, and we will provide more detailed guidelines for written work prior to an assignment's due date. **Due dates** are listed in the course schedule and at the end of this syllabus. *All assignments should be posted to your learning portfolio site and syndicated to our course site!*

Assignment Descriptions:

* **Lexicon creation:** using comments on the course site, we will collaboratively generate a lexicon for media, marketing, and communication in arts/culture administration; what terms are important? why? what do they mean, and how have meanings changed over time? During the first class meeting of each week we will come up with one or two terms, and by the second meeting of that week everyone will have contributed elements of a definition (core concepts, parameters, limits, etc) by posting them to the appropriate place. We'll begin generating our lexicon by the **second** week and continue until **week 9** of the term (weekly participation will be required/graded)

* **Periodic brand identity assignments:** These are "step" assignments that will help you in the case study analysis as well as the course work in general; they are to be posted to your student learning portfolio and we will talk through each of them in class. More info for each assignment will be on the course site, with brief descriptions below:

1. **Brand Awareness activity (2.5pts):** Find three brands/logos that you like – can be for any organization, for-profit or non-profit. Include the design in your post along with a brief statement about why you find it appealing, and what features and treatments allow it to succeed. Include links to the organizations website and examples of any basic collateral materials – briefly describe how the brand has been applied in both online and print, and give impressions of the effectiveness. Any prescriptive advice on improvements is also encouraged. **DUE WEEK 2!**
2. **Organization Questions (5pts):** A 5 question "survey" exploring the organization you have selected to brand before beginning any brainstorming for the visual/brand design. **DUE WEEK 3!**

* **Personal Learning Environment (PLE) mapping:** where and how do you "learn"? You will create a graphical snapshot or visualization of your PLE/N (Personal Learning Environment/Network). This visualization might draw on infographics, video (including animation), or a range of other presentational display tools (that you are familiar with or would like to explore!). You will present your "map" to the class, as well as post a digital version to the course site (via syndication). **DUE WEEK 8!**

* **Case study analysis=** based on your interests/area of specialty, select a cultural organization to critically evaluate and discuss current marketing strategies and brand identity. SEGMENTS of this assignment will include:

1. Brief context/history of case study
2. Environmental scan (analysis of economic, cultural and demographic trends)
3. Media Inventory: what media channels does your chosen "brand" draw on? how are these deployed? You will generate a short synopsis (with links, where appropriate) illustrating the range of media utilized by the brand you want to explore in your case study analysis.
4. SWOC analysis (strengths, weaknesses, opportunities, challenges) of the organization's cultural product(s), product access (place), and promotional efforts; **DUE WEEK 9** (along with a short presentation)

* **Graphics Standards=** represents a culmination of students' organization identification, logo design, collateral pieces and other media with specifications centric to their organization's brand, and its treatment and application. Specifications and examples of past cohort standards will be reviewed in depth in class, with examples available on the AADInfodesign blog (*see link on course site*). Each student will present his/her standards to the whole class during our final exam period, while drafts will be due throughout the

term. Components included in this assignment will include:

Organization background; brand ID/Logo justification; rules for treatment and application of the brand/logo, typography, colors, etc; specific guidelines for producing collateral and other media for the organization. **DUE FINALS WEEK!**

* Learning goals/reflections= this is a two part assignment that involves A) generating a list of learning goals at the beginning of the term that articulate what you intend to get out of the class, and B) reflecting on your achievement of these goals via your final synthetic essay at the end of the term.

Assignment point value breakdown: The value of all assignments add up to 100 (total points available in the class).

1. *Lexicon contribution (weeks 2-9) = 15pts (1.875 pts/week)*
2. *Periodic brand ID assignments = 7.5 pts (across two assignments)*
3. *PLE "mapping" = 7.5pts*
4. *Case study analysis/critique = 15 pts*
5. *Graphic Standards = 45 pts (see breakdown)*
 - Logo = 5pts*
 - Collateral = 5pts*
 - Display Ad/Poster = 5pts*
 - Full final standards package = 30pts*
6. *Learning goals/Reflection = 5 pts (2.5 for each component)*

Late assignments will be penalized 5 % the first day and 2 % thereafter. Should something prevent you from attending a class period during which an assignment is due, contact me within 24 hrs of that class period to make arrangements for remedying the situation. Except in the most extreme cases, the window of opportunity for fixing things will close after 24 hrs.

NOTE: University-excused absences account for a missed class period(s), but do not excuse you from completing work due on that day. It is *your* responsibility to make arrangements with the instructors concerning any work that will be affected by a University-excused absence.

Attendance & participation:

We expect you to come to class, just as you expect us to show up. Should you not be able to make it to a particular meeting, please let us know in advance (John is the best contact). If you have a university-excused absence, present it with documentation no later than the next class period. Finally, coming to class late is an annoyance to both myself and your classmates; please arrange your schedule beforehand so that you can be in the classroom for the full period. This is much appreciated.

A large portion of the "work" in this class will be talking; we will talk about the readings and the issues that emerge along the way. This is a seminar-style course (as opposed to a lecture), so you should come to class prepared to say something: ask a question, provide some observations, link issues or concepts to an example we've not discussed directly. In large part, the lexicon postings exist in order to help you prepare for class beyond simply reading. Given the size and structure of this course, lack of any input on your part will stand out, and while you are not graded on participation per se, lack of it on your part will likely impact your graded work.

A quick word on respect—while the classroom should be full of discussion and activity, it should focus on course-related material. Here are a few reminders:

- Turn off or silence cell phones; if you need to take an important call during class, please let me know beforehand and exit the room if the call comes
- *Refrain from having extended low-level (i.e. whispered) conversations* ; while it might seem "quiet", this is quite distracting to everyone else in the room
- *Do not listen to music, IM your friends, read the paper, or do crossword puzzles during class* ; being in class might not always be a student's priority, but please be "here" when you are here
- *Extend respect to all in the classroom* : Biased, abusive, insulting language or actions will not be tolerated. We may very well discuss stereotypes and derogatory images, as these are often embedded in

cultural practice, but we will do so critically and with respect for everyone's feelings and perspectives. Should you feel threatened, insulted, or discriminated in any way, please bring your concerns to me. The University Bias Response Team is also a resource at your disposal; find more information at their website (<http://bias.uoregon.edu/index.html>) or by phoning (541-346-1134/1139).

Disability Services:

All students are entitled to an accessible and positive learning environment. If you identify as a student with a disability and need any assistance, please let one of the instructors know. You should also contact Accessible Education: 164 Oregon Hall, 346-1155 (TTY: 346-1083), uoaec@uoregon.edu

Academic Honesty:

"Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced."

The above statement comes from the Student Life web page (<http://conduct.uoregon.edu> (click on Student Conduct Code)). For more thorough description of the University's policies, and the expectations placed on both students and faculty, go to that page. The bottom line is this: don't cheat. Doing so puts both student and instructor in uncomfortable positions, and can have serious consequences for your career as a student. If you feel undue pressure from the workload in this class, come talk to John Fenn.

Course Schedule: What follows is an outline of how the term should flow. Given that things come up unexpectedly, this schedule is flexible. We will notify you of any major changes via email (using uoregon.edu accounts), as well as by posting to the course site. Readings are to be done for the day on which they are listed, and assignments are listed in bold on the day due; *remember that PDFs are posted to course site.*

Week 1

Sept. 27 Course Biz - resources, Learning Environments, pre-class help
Cultural Enterprises (introduction)

Sept. 29 Brand Awareness - lecture/demo/applied software
Visual Imprint/Impact - Typography (as Design)
Reading: DW-Ch.1,2; ND-Ch. 1

Week 2

Oct. 4 Introduction: Logo/Organization & Branding/Identity
Reading: DW - Ch.3, ND - Ch. 2, 3

Learning Goals posted to learning portfolio

Oct. 6 Web 2 Tools, Org Charts/Tools, ePortfolio help
Product, Pricing, Place and Promotions
Reading: Luders M. "Conceptualizing Personal Media" (PDF)
 McLuhan, M. "Invisible Environment" (PDF)

Brand Awareness posts due

Lexicon post due

Week 3

Oct. 11 *QSL Field Trip: 4:30p–6:30p: we will NOT meet in class at the scheduled time...*
Reading: ND - Ch. 4, 5

Oct. 13 AI Tutorials/Exercises (Introduced)
Reading: DW - Ch. 6, ND - Ch. 6, 7
Logo Design Sketches collected
Organization Questions post due
Lexicon post due

Week 4

Oct. 18 WORK SESSION
Reading: DW - Ch. 7, ND - Ch. 8

Oct. 20 Logo Designs prelim review, Collateral Design Intro, AI Skills
Lexicon post due

Week 5

Oct. 25 **Logos/Brands Due**
work session & continued review
Collateral Drafts Review - Work Session
Reading: Jenkins, et. al. "Confronting the Challenges of Participatory Culture" (PDF)

Oct. 27 Posters & larger format display intro
Reading: ND - Ch. 9, 10, 11
Lexicon post due

Week 6

Nov. 1 Communications, technology, and arts
Reading: McLuhan, M. "The Medium is the Message" (PDF)
NPower, Technology Guide for Arts & Culture (PDF)

Nov. 3 Ad Campaigns/Display Ads (print, web - new trends)
Reading: DW - Ch. 5, ND - Ch. 12
Poster Design drafts
Lexicon post due

Week 7

Nov. 8 Media & Communications Landscape (first 30min of class)

Reading: NMC, "Social Networking, The 'Third Space' and the Evolution of Communication" (PDF on site)
Work session for rest of class... (1 hr)

Nov. 10 Graphic Standards (Formats -InDesign, set-up, samples)
Reading: DW - Ch. 14

Collateral Due

Lexicon post due

Week 8

Nov. 15 Presentations: PLE Mapping & Posters...

Nov. 17 *Continue presentations...AND WORK SESSION!*

Lexicon post due

Week 9

Nov. 22 Work Session

Case Study Analysis due

Nov. 24 ***NO CLASS! Happy Thanksgiving...***

Lexicon post due (by Sunday!)

Week 10

Nov. 29 Presentations of Case Study/Graphic Standards

Dec. 1 Presentations of Case Study/Graphic Standards

Reflections posted on ePortfolios

Final Exam Week Final exam period - 7:15pm, Tuesday, Dec. 6

HOLD for presentations of Graphic Standards
(materials to be turned in after presentations)

DUE DATES (recap):

lexicon posts = Thursdays, weeks 2-9

Learning Goals = 10/4

Brand Awareness post = 10/6

Organization Questions post = 10/13

Logos/Brands = 10/25

Collateral DRAFTS = 10/25-11/1

Poster Design DRAFTS = 11/3

Collateral = 11/10

PLE mapping = 11/15

Display Ad/Posters & Presentations= 11/17

Case Study Analysis (FINAL) = 11/22

Reflections on Learning Goals post = 12/1

Graphics Standards (FINAL) and Presentations = 11/29-12/1 (tentative)