

Term Information

Effective Term Summer 2017
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The change requested is to be able to offer some sections of this course in an online format, 100% at a distance.

What is the rationale for the proposed change(s)?

We want to offer increased flexibility for students to complete our major in a timely fashion.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Our programs remain the same; no program requirements have been added or deleted. An online option for this course just allows our majors greater flexibility, as well as any OSU student who desires to complete courses at a distance.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3444
Course Title	Advertising and Society
Transcript Abbreviation	Adv & Society
Course Description	Examination of positive and negative contributions of advertising in the American mass media system to society from political, sociological, and economic perspectives.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	COMM 644
Electronically Enforced	Yes
<i>Previous Value</i>	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0401
Subsidy Level	Baccalaureate Course
Intended Rank	Junior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Develop an understanding of the history, process, images, and impact of advertising• Recognize the ways that advertising influences our youth, health and politics• Develop insight as to how advertising socializes us about gender, age, ethnicity, and social class• Develop critical and analytical methods of evaluating advertising content and socially responsible advertising practices
<i>Previous Value</i>	<ul style="list-style-type: none">• <i>Recognize the ways in which advertising influences and is influenced by society</i>• <i>Consider the economic, legal and regulatory, ethical and social issues that surround advertising</i>• <i>Describe the intended and unintended effects of advertising within society</i>
Content Topic List	<ul style="list-style-type: none">• History of Advertising• Process of Advertising• Image and Materialism in Advertising• Youth and Advertising• Minorities and advertising: gender, race, sexual orientation• Advertising and health• Social responsibility of advertising• Social Media and advertising

Previous Value

- [History of Advertising](#)
- [Social Criticisms of Advertising](#)
- [Economic Function of Advertising](#)
- [Advertising and Media Industry](#)
- [Regulation of Advertising; Legal Issues](#)
- [Advertising, Image, and Materialism](#)
- [Advertising and Stereotypes](#)
- [Youth and Advertising](#)
- [Advertising and Health](#)
- [Advertising Controversies](#)
- [Public Communication Campaigns and Social Marketing](#)

Sought Concurrence

No

Attachments

- COMM 3444 Advertisement Analysis Guidelines.docx: Assignment description
(Other Supporting Documentation. Owner: Butte, Kylie M.)
- Communication 3444 Technical Checklist.pdf: Technical Checklist from Mike Kaylor
(Other Supporting Documentation. Owner: Butte, Kylie M.)
- Communication Curriculum Map updated Sept 2016.docx: Curriculum Map
(Other Supporting Documentation. Owner: Butte, Kylie M.)
- ASC-Comm.3444.docx: Requested revisions statement
(Cover Letter. Owner: Butte, Kylie M.)
- COMM OL3444_4.25.docx: Revised online course syllabus
(Syllabus. Owner: Butte, Kylie M.)
- COMM 3444 F2F_ final4.25.docx: Revised in-class course syllabus
(Syllabus. Owner: Butte, Kylie M.)

Comments

- See 4-7-17 e-mail to S Kline and K Butte. *(by Vankeerbergen, Bernadette Chantal on 04/07/2017 01:11 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte, Kylie M.	03/03/2017 08:46 AM	Submitted for Approval
Approved	Butte, Kylie M.	03/03/2017 08:47 AM	Unit Approval
Approved	Haddad, Deborah Moore	03/03/2017 04:14 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/07/2017 01:11 PM	ASCCAO Approval
Submitted	Butte, Kylie M.	04/25/2017 02:17 PM	Submitted for Approval
Approved	McDonald, Daniel Gary	04/25/2017 03:02 PM	Unit Approval
Approved	Haddad, Deborah Moore	04/26/2017 01:32 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/26/2017 01:32 PM	ASCCAO Approval



School of Communication

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Fax (614) 292-2055

April 25, 2017

TO: Professor Pok-Sang Lam

FROM: Susan L Kline

RE: Contingencies and Recommendations, **Communication 3444**

Thank you for approving this course. Below are the panel's comments about the course and our revisions: Communication 3444: unanimously approved with five contingencies and one recommendation

Contingencies:

- The course goals on the in-class syllabus, online syllabus, and the form on curriculum.osu.edu are all different. Provide consistent course goals.

The course goals are now consistent.

- Summer session is 12 weeks in addition to finals week. Schedule only includes 11 weeks and a finals week. Add a 12th week to the course schedule.

We have added a week to the course schedule.

- Grade breakdown on page 4 does not add up to 100%. Provide the correct grade breakdown.

We have corrected the math.

- Clarify why C-REP is included in the syllabus. Is it a requirement for the course or an option for extra credit?

The C-REP option has been removed from the syllabus.

- Clarify contradictory guidelines for Ad Analysis Paper. Page 5 of the syllabus gives a description of a 300 to 400 word essay. The Advertisement Analysis Guidelines provided in addition to the syllabus say that the papers should be approximately 500 words.

We have clarified the length of the essay at a minimum of 500 words.

Recommendation:

- Include the date for when the final essay exam will be assigned in addition to the due date.

We have included both dates.

Thanks so much, Pok-Sang!



THE OHIO STATE UNIVERSITY

SYLLABUS: COMM 3444 ADVERTISING AND SOCIETY ONLINE SUMMER 2017

This course examines traditional and controversial aspects of advertising content and practice, and will discuss the impact of advertising on our economy and our culture. The focus of this course is on developing critical and analytical methods of evaluating advertising content, philosophies, and practices. A special emphasis of this course will be placed on the social psychology of advertising, that is, how advertising has influenced our social roles, social aspirations, social identities, and has become a socializing agent that informs us about issues of gender, age, ethnicity, and social class.

Instructor

Instructor: Osei Appiah

Email address: appiah.5@osu.edu

Online office hours: M/W 2-4 or by appointment.

Teaching Assistant: Kara Rader

Email address: mcknight.175@osu.edu

Online office hours: T/Th 10-12 or by appointment.

Catalog course description

Examination of positive and negative contributions of advertising in the American mass media system to society from political, sociological, and economic perspectives. Prereq: Not open to students with credit for 644.

Course learning objectives

1. Develop an understanding of the history, process, images, and impact of advertising
2. Recognize the ways that advertising influences our youth, health and politics
3. Develop insight as to how advertising socializes us about gender, age, ethnicity, and social class

4. Develop critical and analytical methods of evaluating advertising content and socially responsible advertising practices.

Course materials

Required

All course readings will be posted on Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)

- **Carmen Connect**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Connect. A separate guide to accessing Carmen Connect and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Connect for the student to live chat with the professor or TA in the virtual office hours room.
 - Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odee.osu.edu/carmenconnect>

- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - Help guides on the use of Secured Media Library can be found at <https://resourcecenter.odee.osu.edu/securedmedialibrary>
 - To obtain additional help for use of the Secured Media Library, please email emedialibrary@osu.edu
- **Mediasite:**
 - Mediasite is Ohio State's Lecture Capture System. Lectures will be recorded through Mediasite and posted to the course Carmen page.
 - Help guides on the use of Mediasite can be found at <https://resourcecenter.odee.osu.edu/mediasite>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Grading and faculty response

Grades

<u>Assignment or category</u>	<u>Points</u>
Discussion	100/20%
Discussion Leading	50/10%
Ad Analysis Paper	100/20%
Ad Analysis Presentation	100/20%
Essay Exams	150/30% (2@75 each)
<u>Total</u>	<u>500 Points and 100%</u>

See course schedule, below, for due dates

Discussion Posts

Each week you will be expected to take part in group discussions. Group discussions will be led and prompted by that week's discussion leader(s). If group members find their discussion leaders are not posting the questions on time, or are not aiding the discussion, they should contact the TA as soon as possible. Discussions will take place over the course of Wednesday through Thursday each week. Each person will be assigned to a discussion group for the semester. Groups may decide they all want to agree a set time to "meet" online to discuss the materials each week, or they may prefer a more drawn out back and forth over the two-day period. Either is fine and this decision should be made by the groups. You are expected (from week 2 onwards) to be making around three to four discussion posts per week. You should not be looking to make a point based on your own thoughts and then leaving. Instead, you should seek to engage with what other group members are saying, and respond to them. Discussion consist of advancing your own ideas and reasoning, and integrating your arguments with others' ideas. Please cite your sources to back up what you say. Each discussion post does not need to be especially long. Approximately a paragraph may be all that is needed, although you are free to make longer or shorter posts where you feel appropriate. Expect at least 3 times per semester that the instructor or TA will join your discussion. This may be to comment on your post or to ask a question to further your group's thoughts on the topic.

An excellent discussion post (and response) should demonstrate 1. Understanding of the concept(s) in the material provided 2. Independent thought regarding the concepts and material 3. Thoughtful response to the work of at least 1 other student in the class.

Discussion Leading

Discussion leaders are responsible for guiding their group's discussions for that week. One or two students per group will lead the discussions each week. Everyone will lead discussion two times over the course of the semester. Discussion leaders will also report back to the wider class at the end of the week. Further information on discussion leading can be found on Carmen.

Ad Analysis Paper/ Presentation

All students will complete one written advertisement analysis. This will be a minimum of 500 words, double spaced. This assessment will require students to find a relevant commercial or advertisement that they feel applies to one of the topic readings, and apply what we have learned in class to the advert/commercial. Students may complete the assignment on any one of the four topics from a list provided on Carmen. The presentation is worth 75 points of the full assignment.

Students will have the opportunity to create a presentation of the analysis and present to the other members of your discussion group. These presentations will be posted to the Carmen discussion board. Options and information for presentation creation in an online forum will be posted to Carmen with the rubric and description for the assignment. Viewing and providing a thoughtful response to the presentations of your group members is worth 25 points of the full assignment. Guidelines for responses will be provided with the full assignment description and rubric on Carmen.

Exams

Two essay exams will assess comprehension of lecture and readings. Exam submissions should be double spaced and responses should be ½-1 page per question.

POLICIES AND EXPECTATIONS:

Late assignments

Late work is not accepted in this course without a medical documentation. If at all possible, arrangements need to be made prior to the assignment due date.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+

60–66.9: D
Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be, because it's not fair to other students.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

Myself or the TAs will be active in the discussion boards every **Wednesday, Thursday, and Friday**.

Attendance, participation, and discussions

Student participation

Because this is a distance-education course, there are not set meeting times for our lectures and discussions. To achieve learning success, please follow these guideline for how often you should plan to log in and engage with the course and materials posted.

- **Online Lectures, Videos, and Readings:**

Please complete the assigned readings by Wednesday of each week. In addition to the reading, audio lectures will be provided to aid in your understanding of the content. All audio lectures will be posted on Carmen on a weekly basis. Reading the textbook and listening to lectures are critical to your success on exams and assignments.

- **Discussion Posts:**

Initial posts must be completed by Wednesday at 4pm. After this, groups will decide together how to proceed with responses. All responses must be completed by

Thursday at 11:59pm. Discussion leaders will report back to the class about the group's "findings" for the week by Friday at 11:59pm.

- **Submissions and Emails:**

Since this is an online course, you are required to have online access on a frequent basis. All updates to the course will be announced via email and/or on Carmen. It is your responsibility to check these platforms regularly. Please carefully read the syllabus to keep up on due dates and responsibilities. Email correspondence may be used to communicate with your instructor or teaching assistant. Emails should be written using standards of courtesy (e.g., address, proper tone, signature) or they will not receive a response.

- **Office hours:**

We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board. Office hours are digital via Carmen Connect.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TAs work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Assignments:** You must complete the assignments yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build

on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Course schedule (tentative)

<u>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings and Media</u>	
<u>1</u>	<u>5/10</u>	<u>Introduction/ The Process of Advertising</u>	<ul style="list-style-type: none"> Russell, J. T., & Lane, R. W. (2002). <i>Advertising Procedure</i> (Chapter 2, Roles of Advertising, pp. 23- 51). Upper Saddle River, NJ: 	<u>Discussion</u>

			<p>Prentice Hall.</p> <ul style="list-style-type: none"> White, R. (1999). Brands and Advertising. In J. P. Jones (Ed.). <i>How to Use Advertising to Build Strong Brands</i> (pp. 55-68). Thousand Oaks, CA: Sage. 	
<u>2</u>	<u>5/17</u>	<u>History of Advertising</u>	<p><u>Video: History of Advertising</u></p> <ul style="list-style-type: none"> Sivulka, J. (2012). <i>Soap, Sex, and Cigarettes</i> (2nd Ed). Belmont, CA: Wadsworth Publishing—Chapter 7: 1960-1975 The Creative Revolution Sivulka, J. (2012). <i>Soap, Sex, and Cigarettes</i> (2nd Ed). Belmont, CA: Wadsworth Publishing—Chapter 8: From Positioning to Image Building: 1975 to 1990. 	<u>Discussion</u>
<u>3</u>	<u>5/24</u>	<u>Image and Materialism in Advertising</u>	<ul style="list-style-type: none"> Belk, R. W. & Pollay, R. W. (1985). Images of Ourselves: The Good Life in Twentieth Century Advertising. <i>Journal of Consumer Research</i>, 11, 887-897. Schor, J. (2003). The New Politics of Consumption: Why Americans Want So Much More than They Need. In G. Dines, & J. M. Humez (Eds.), <i>Gender, Race, Class in Media: A Text-Reader</i> (pp. 183-195). Thousand Oaks, CA: Sage. Messaris, P. (1997). The Role of Images in Advertising. Thousand Oaks, CA: Sage. (Chapter 1, Pictures and Reality, pp. 3-52) 	<u>Discussion</u>

			<ul style="list-style-type: none"> • Messaris, P. (1997). <i>The Role of Images in Advertising</i>. Thousand Oaks, CA: Sage. (Chapter 2, Visual Form and Style, p. 53-89) • Messaris, P. (1997). <i>The Role of Images in Advertising</i>. Thousand Oaks, CA: Sage. (Chapter 6, Showing the Unspoken, p. 219-264) 	
<u>4</u>	<u>5/31</u>	<u>Youth and Advertising</u>	<p><u>Video: Merchants of Cool</u></p> <ul style="list-style-type: none"> • John, D. R. (1999). Through the Eyes of a Child: Children's Knowledge and Understanding of Advertising. In M. C. Macklin, & L. Carlson (Eds.), <i>Advertising to Children: Concepts and Controversies</i> (pp. 3-26). Thousand Oaks, CA: Sage. • Livingston, S., & Helsper, E., J (2006). "Does advertising literacy mediate the effects of advertising on children? A critical examination of two linked research literatures in relation to obesity and food choice," <i>Journal of Communication</i>, 56, 560-584. • Duke, J. C., Lee, Y. O., Kim, A. E., Watson, K. A., Arnold, K. Y., Nonnemaker, J. M. , Porter, L. (2014). Exposure to cigarette television advertising among youth and young adults. <i>Pediatrics</i>, 134(1). Retrieved at: http://pediatrics.aappublic 	<u>Discussion</u>

			<p>ations.org/content/134/1/e29.full.print</p> <ul style="list-style-type: none"> • 	
<u>5</u>	<u>6/7</u>	<u>Youth and Advertising</u>	<ul style="list-style-type: none"> • Fleming-Milici, F. & Harris, J. L. (2016). Television food advertising viewed by preschoolers, children and adolescents: Contributors to differences in exposure for black and white youth in the United States. <i>Pediatric Obesity</i>, 1 – 8. • Pomeranz, J., Munsell, C. & Harris, J. J. (2013). Energy drinks: An emerging public health hazard for youth. <i>Journal of Public Health Policy</i>, 34(2), 254-271. • Harris, J. L. & Schwartz, M. B., Brownell, K. D. (2010). Evaluating fast food nutrition and marketing to youth. Retrieved at: http://fastfoodmarketing.org/media/FastFoodFACTS_Report_Summary_2010.pdf • Harris, J. L. & Schwartz, M. B., Brownell, K. D. (2011). Evaluating sugary drink nutrition and marketing to youth. Retrieved at: http://banpac.org/pdfs/sfs/2011/sugary_drink_facts_rep_summ_10_31_11.pdf 	<u>Discussion</u>
<u>6</u>	<u>6/14</u>	<u>Minorities and Advertising-Gender</u>	<p>Simon, C. (2001, January). Hooked. <i>Ms.</i>, 11 (1), 54-59.</p> <ul style="list-style-type: none"> • Law, C., & Labre, M. P. (2002). Cultural standards of attractiveness. A 30-year look at changes in male images in magazines. <i>Journalism & Mass Communication</i> 	<u>Discussion</u> <u>Essay Exam 1</u> <u>Assigned 6/21,</u> <u>Due 6/25</u> <u>11:59pm</u>

			<p><i>Quarterly</i>, 79 (3), 697-711.</p> <ul style="list-style-type: none"> • Grabe, S., Ward, L. M., Hyde, J. S. (2008). The role of the media in body image concerns among women: A Meta-analysis of experimental and correlation studies. <i>Psychological Bulletin</i>, 134(3), 460- 476. • Dove Self-Esteem Campaign 	
<u>7</u>	<u>6/21</u>	<u>Minorities and Advertising- Race and Ethnicity</u>	<ul style="list-style-type: none"> • Cortese, A. J. (2004). Provocateur: Images of Women and Minorities in Advertising (83-115). Lanham, MD: Rowan & Littlefield Publishers. • Entman, R. M., & Rojecki, A. (2000). Advertising Whiteness. In R. M. Entman & A. Rojecki, <i>The Black Image in the White Mind</i>. Chicago: University of Chicago Press. • Appiah, O., & Elias, T. (2010). Race-Specific Advertising on Commercial Websites. Effects of Ethnically Ambiguous Computer-Generated Characters in a Digital World (161-179). In M. S. Eastin, T. Daugherty, and N. M. Burns (Eds.) <i>Handbook of Research on Digital Media and Advertising</i>. Hershey, PA: IGI Global. • Taylor, C. R., Landreth, S., & Bang, H. (2005). Asian Americans in Magazine Advertising: 	<u>Discussion</u>

			<p>Portrayals of the “Model Minority.” <i>Journal of Macromarketing</i>, 25(2), 163-174.</p>	
<u>8</u>	<u>6/28</u>	<u>Minorities and Advertising- Sexual Orientation</u>	<ul style="list-style-type: none"> • Meers, E. (2003, April 1) Hunky business: Madison Avenue pushes the envelope only so far when it comes to homoeroticism in fashion ads. <i>The Advocate</i>, 38-39. • Oakenfull, G. K., McCarthy, M. M., & Greenlee, T. B. (2008). Targeting a minority without alienating the majority: Advertising to gays and lesbians in mainstream media. <i>Journal of Advertising</i>, 191-198. • Tsai, W. S. (2011). How minority consumers use targeted advertising as pathways to self-empowerment: Gay men’s and lesbians’ reading of out-of-the closet advertising. <i>Journal of Advertising</i>, 40(3), 85-97. 	<u>Discussion</u>
<u>9</u>	<u>7/5</u>	<u>Politics and Advertising</u>	<ul style="list-style-type: none"> • Jamieson, K. H. (1992). <i>Dirty Politics: Deception, Distraction, and Democracy</i>. New York: Oxford University Press—Chapter 5: Power of Ads to Shape News, 123-135. • Jamieson, K. H. (1992). <i>Dirty Politics: Deception, Distraction, and Democracy</i>. New York: Oxford University Press—Chapter 6: Adbites, Ad Stories, and Newsads, 136-162. 	<u>Discussion</u>

			<ul style="list-style-type: none"> • Valentino, N. A., Hutchings, V. L., & Williams, D. (2004). The impact of political advertising on knowledge, Internet information seeking, and candidate preference. <i>Journal of Communication</i>, 54 (2), 337-354. • Lau, R. R., Sigelman, L., Rovner, I. B. (2007). The effects of negative political campaigns: A meta-analytic re-assessment, <i>The Journal of Politics</i>, 69 (4), 1176-1209. • Lee, Y. (2014). Gender stereotypes as a double-edge sword in political advertising: Persuasion effects of campaign theme and advertising style. <i>International Journal of Advertising</i>, 33(2), 203-234. 	
<u>10</u>	<u>7/12</u>	<u>Advertising and Health</u>	<ul style="list-style-type: none"> • . Videotape: Bitter Medicine: Pills, Profit, and the Public Health • Auton, F. (2006). Direct-to-Consumer Advertising (DTCA) of Pharmaceuticals: An updated review of the literature debate since 2003. <i>Economic Affairs</i>, 26(3), 24-32. • Frosch, D. L., Grande, D., Tam, D. M., & Kravitz, R. L. (2010). "A decade of controversy: Balancing policy with evidence in the regulation of prescription drug advertising," <i>American Journal of Public Health</i>, 100(1), 24-32. • Ball, J., Liang, A., & Lee, W. (2009). 	<p><u>Discussion</u></p> <p><u>Ad Analysis Paper and Presentation</u></p> <p><u>Due 7/19</u></p> <p><u>Response Posts</u></p> <p><u>due 7/23</u></p>

			<p>Representation of African Americans in direct-to-consumer pharmaceutical commercials: A content analysis with implications for health disparities. <i>Health Marketing Quarterly</i>, 26, 372-390.</p> <p>Barker, K. K., & Estela, C., Guzman, V. (2015). Pharmaceutical direct-to-consumer advertising and US Hispanic patient-consumers. <i>Sociology of Health & Illness</i>, 37(8), 1337-1351.</p>	
<u>11</u>	<u>7/19</u>	<u>Social Responsibility of Advertising</u>	<ul style="list-style-type: none"> • Monllos, K. (2015, September 24). Kenneth Cole is revamping its brand identity by embracing its activist past. Adweek. • Richards, K. (2015, December 15). How agencies are meeting Millennials' Demand for Socially Responsible Marketing. Adweek. 	<u>Discussion</u>
<u>12</u>	<u>7/26</u>	<u>Social Media and Advertising</u>	<ul style="list-style-type: none"> • Bleier, A., & Eisenbeiss, M. (2015). Personalized online advertising effectiveness: The Interplay of what, when, and where. <i>Marketing Science</i>, 34(5), 2015, 669-688. 	<u>Discussion</u> <u>Final essay exam assigned</u> <u>7/28</u>
<u>Exam Week</u>			<u>Essay Exam 2 Due 8/2</u>	

Advertising and Society

COMM 3444

Spring 2017

Tuesdays and Thursdays 11:10 AM – 12:30 PM

001 Jennings Hall

Instructor Osei Appiah, Ph.D. Office: 3050 Derby Hall, 614-247-7724
appiah.2@osu.edu Office Hours: TTH 1:00 PM – 3:00 PM

TA: Hannah Wing (email: wing.54@buckeyemail.osu.edu), office hours 2:00 to 3:30 pm MW
3075 Derby Hall

Texts: Required readings are online. Please read the assigned materials before each class meeting. The class lectures will interpret, demonstrate, and extend the information and ideas in the readings, so be sure to take careful notes during each class. The exams will be based on both the lectures and the readings.

Course Overview:

This course examines traditional and controversial aspects of advertising content and practice, and will discuss the impact of advertising on our economy and our culture. The focus of this course is on developing critical and analytical methods of evaluating advertising content, philosophies, and practices. A special emphasis of this course will be placed on the social psychology of advertising, that is, how advertising has influenced our social roles, social aspirations, social identities, and has become a socializing agent that informs us about issues of gender, age, ethnicity, and social class.

Catalog Course Description:

Examination of positive and negative contributions of advertising in the American mass media system to society from political, sociological, and economic perspectives. Prereq: Not open to students with credit for 644.

Course Learning Objectives:

1. Develop an understanding of the history, process, images, and impact of advertising
2. Recognize the ways that advertising influences our youth, health and politics
3. Develop insight as to how advertising socializes us about gender, age, ethnicity, and social class
4. Develop critical and analytical methods of evaluating advertising content and socially responsible advertising practices.

Course Requirements:

1. Midterm. Midterm (33.3%) will consist of multiple choice and short answer questions.
2. Final. Final (33.3%) will consist of multiple choice questions.
3. Final Paper (33.4%) Critical Essay (approx. 6 pages) addressing assigned advertising questions.

Class Participation:

All students are encouraged to *participate in class* discussion, as well as any in-class assignments. The goal of this requirement is to make each class session a lively, stimulating, and intellectually rewarding learning venture for everyone. To a substantial extent, the benefits derived from this course are facilitated by students' willingness to expose their viewpoints to the scrutiny of the professor and their peers.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

NO Make-Up Exams unless previously agreed upon by the professor prior to the exam.

Religious Holidays:

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the quarter so that alternative arrangements can be made.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be, because it's not fair to other students.

Accessibility accommodations for students with disabilities**Requesting accommodations**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Discussion Topics and Readings

Tuesday, January 10 Introduction to the Course

Thursday, January 12 **I. The Process of Advertising**

- Russell, J. T., & Lane, R. W. (2002). *Advertising Procedure* (Chapter 2, Roles of Advertising, pp. 23-51). Upper Saddle River, NJ: Prentice Hall.
- White, R. (1999). Brands and Advertising. In J. P. Jones (Ed.). *How to Use Advertising to Build Strong Brands* (pp. 55-68). Thousand Oaks, CA: Sage.

Tuesday, January 17 **II. Contemporary History of Advertising**

- Video: History of Advertising

Thursday, January 19

- Sivulka, J. (2012). *Soap, Sex, and Cigarettes* (2nd Ed). Belmont, CA: Wadsworth Publishing—Chapter 7: 1960-1975 The Creative Revolution
- Sivulka, J. (2012). *Soap, Sex, and Cigarettes* (2nd Ed). Belmont, CA: Wadsworth Publishing—Chapter 8: From Positioning to Image Building: 1975 to 1990.

Tuesday, January 24 **III. Materialism & the Image-Based Culture of Advertising**

- Belk, R. W. & Pollay, R. W. (1985). Images of Ourselves: The Good Life in Twentieth Century Advertising. *Journal of Consumer Research*, 11, 887-897.
- Schor, J. (2003). The New Politics of Consumption: Why Americans Want So Much More than They Need. In G. Dines, & J. M. Humez (Eds.), *Gender, Race, Class in Media: A Text-Reader* (pp. 183-195). Thousand Oaks, CA: Sage.

Thursday, January 26

- Messaris, P. (1997). *The Role of Images in Advertising*. Thousand Oaks, CA: Sage. (Chapter 1, Pictures and Reality, pp. 3-52)
- Messaris, P. (1997). *The Role of Images in Advertising*. Thousand Oaks, CA: Sage. (Chapter 2, Visual Form and Style, p. 53-89)

Tuesday, January 31

- Messaris, P. (1997). *The Role of Images in Advertising*. Thousand Oaks, CA: Sage. (Chapter 6, Showing the Unspoken, p. 219-264)

Thursday, February 2

IV. Youth and Advertising

- Video: Merchants of Cool

Tuesday, February 7

- John, D. R. (1999). Through the Eyes of a Child: Children's Knowledge and Understanding of Advertising. In M. C. Macklin, & L. Carlson (Eds.), *Advertising to Children: Concepts and Controversies* (pp. 3-26). Thousand Oaks, CA: Sage.

Thursday, February 9

- Livingston, S., & Helsper, E., J (2006). "Does advertising literacy mediate the effects of advertising on children? A critical examination of two linked research literatures in relation to obesity and food choice," *Journal of Communication*, 56, 560-584.

Tuesday, February 14

- Duke, J. C., Lee, Y. O., Kim, A. E., Watson, K. A., Arnold, K. Y., Nonnemaker, J. M. , Porter, L. (2014). Exposure to cigarette television advertising among youth and young adults. *Pediatrics*, 134(1). Retrieved at: <http://pediatrics.aappublications.org/content/134/1/e29.full.print>

Thursday, February 16

- Peracchio, L. A, & Luna, D. (1999). How Do We Persuade Children Not to Smoke? In M. C. Macklin, & L. Carlson (Eds.), *Advertising to Children: Concepts and Controversies* (pp. 211-227). Thousand Oaks, CA: Sage.
- Connolly, G. N. (2004). Sweet and spicy flavours: New brands for minorities and youth. *Tobacco Control*, 13, 211-212.

Tuesday, February 21

- *The Nation's Health* (2002, March). Cigarette warnings a success in Canada [article]
- Goodall, C., & Appiah, O. (2008). Adolescents' Perceptions of Canadian Cigarette Package Warning Labels: Investigating the Effects of Message Framing. *Health Communication*, 23, 117-127.

Thursday, February 23

- Pomeranz, J., Munsell, C. & Harris, J. J. (2013). Energy drinks: An emerging public health hazard for youth. *Journal of Public Health Policy*, 34(2), 254-271.

- Harris, J. L. & Schwartz, M. B., Brownell, K. D. (2010). Evaluating fast food nutrition and marketing to youth. Retrieved at:
http://fastfoodmarketing.org/media/FastFoodFACTS_Report_Summary_2010.pdf
- Harris, J. L. & Schwartz, M. B., Brownell, K. D. (2011). Evaluating sugary drink nutrition and marketing to youth. Retrieved at:
http://banpac.org/pdfs/sfs/2011/sugary_drink_facts_rep_summ_10_31_11.pdf

Tuesday, February 28

- Fleming-Milici, F. & Harris, J. L. (2016). Television food advertising viewed by preschoolers, children and adolescents: Contributors to differences in exposure for black and white youth in the United States. *Pediatric Obesity*, 1 – 8.

Thursday, March 2

- Midterm Review

Tuesday, March 7

MIDTERM

Thursday, March 9

V. Minorities and Advertising, Gender

- Video: Tough Guise

March 14 – 16

SPRING BREAK

Tuesday, March 21

- Simon, C. (2001, January). Hooked. *Ms.*, 11 (1), 54-59.
- Law, C., & Labre, M. P. (2002). Cultural standards of attractiveness. A 30-year look at changes in male images in magazines. *Journalism & Mass Communication Quarterly*, 79 (3), 697-711.
- Grabe, S., Ward, L. M., Hyde, J. S. (2008). The role of the media in body image concerns among women: A Meta-analysis of experimental and correlation studies. *Psychological Bulletin*, 134(3), 460-476.
- Dove Self-Esteem Campaign

Thursday, March 23

VI. Minorities and Advertising, Race & Ethnicity

- Cortese, A. J. (2004). *Provocateur: Images of Women and Minorities in Advertising* (83-115). Lanham, MD: Rowan & Littlefield Publishers.
- Entman, R. M., & Rojecki, A. (2000). Advertising Whiteness. In R. M. Entman & A. Rojecki, *The Black Image in the White Mind*. Chicago: University of Chicago Press.

Tuesday, March 28

- Appiah, O., & Elias, T. (2010). Race-Specific Advertising on Commercial Websites. Effects of Ethnically Ambiguous Computer-Generated Characters in a Digital World (161-179). In M. S. Eastin, T. Daugherty, and N. M. Burns (Eds.) *Handbook of Research on Digital Media and Advertising*. Hershey, PA: IGI Global.
- Taylor, C. R., Landreth, S., & Bang, H. (2005). Asian Americans in Magazine Advertising: Portrayals of the “Model Minority.” *Journal of Macromarketing*, 25(2), 163-174.

Thursday, March 30

VII. Minorities and Advertising. Sexual Orientation

- Meers, E. (2003, April 1) Hunky business: Madison Avenue pushes the envelope only so far when it comes to homoeroticism in fashion ads. *The Advocate*, 38-39.
- Oakenfull, G. K., McCarthy, M. M., & Greenlee, T. B. (2008). Targeting a minority without alienating the majority: Advertising to gays and lesbians in mainstream media. *Journal of Advertising*, 191-198.
- Tsai, W. S. (2011). How minority consumers use targeted advertising as pathways to self-empowerment: Gay men’s and lesbians’ reading of out-of-the closet advertising. *Journal of Advertising*, 40(3), 85-97.

Tuesday, April 4

VIII. Political Advertising & Candidate Preference

- Jamieson, K. H. (1992). *Dirty Politics: Deception, Distraction, and Democracy*. New York: Oxford University Press—Chapter 5: Power of Ads to Shape News, 123-135.
- Jamieson, K. H. (1992). *Dirty Politics: Deception, Distraction, and Democracy*. New York: Oxford University Press—Chapter 6: Ad bites, Ad Stories, and Newsads, 136-162.

Thursday, April 6

- Valentino, N. A., Hutchings, V. L., & Williams, D. (2004). The impact of political advertising on knowledge, Internet information seeking, and candidate preference. *Journal of Communication*, 54 (2), 337-354.
- Lau, R. R., Sigelman, L., Rovner, I. B. (2007). The effects of negative political campaigns: A meta-analytic re-assessment, *The Journal of Politics*, 69 (4), 1176-1209.
- Lee, Y. (2014). Gender stereotypes as a double-edge sword in political advertising: Persuasion effects of campaign theme and advertising style. *International Journal of Advertising*, 33(2), 203-234.

Tuesday, April 11

IX. Advertising & Health

- Videotape: Bitter Medicine: Pills, Profit, and the Public Health
- Auton, F. (2006). Direct-to-Consumer Advertising (DTCA) of Pharmaceuticals: An updated review of the literature debate since 2003. *Economic Affairs*, 26(3), 24-32.

- Frosch, D. L., Grande, D., Tam, D. M., & Kravitz, R. L. (2010). "A decade of controversy: Balancing policy with evidence in the regulation of prescription drug advertising," *American Journal of Public Health, 100*(1), 24-32.
- Ball, J., Liang, A., & Lee, W. (2009). Representation of African Americans in direct-to-consumer pharmaceutical commercials: A content analysis with implications for health disparities. *Health Marketing Quarterly, 26*, 372-390.
- Barker, K. K., & Estela, C., Guzman, V. (2015). Pharmaceutical direct-to-consumer advertising and US Hispanic patient-consumers. *Sociology of Health & Illness, 37*(8), 1337-1351.
- **FINAL PAPER DUE**

Thursday, April 13

X. Social Responsibility of Advertising

- Monllos, K. (2015, September 24). Kenneth Cole is revamping its brand identity by embracing its activist past. *Adweek*.
- Richards, K. (2015, December 15). How agencies are meeting Millennials' Demand for Socially Responsible Marketing. *Adweek*.

Tuesday, April 18

XI. Social Media & Advertising

- Bleier, A., & Eisenbeiss, M. (2015). Personalized online advertising effectiveness: The Interplay of what, when, and where. *Marketing Science, 34*(5), 2015, 669-688.

Thursday, April 20

Final Exam Review

Monday, May 1

FINAL EXAM 10:00 AM TO 11:45 AM

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Communication 3444

Instructor: Osei Appiah

Summary: Online course offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> • Weekly readings • Online audio lectures • Peer lead group discussion leaders • Discussion board posts • Ad analysis presentation • Essay exams • Online office hours
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. <ul style="list-style-type: none"> • Carmen LMS • Carmen Connect • Secure Media Library • MS Office 365
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable and links have been provided to all necessary software.
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and can easily be accessed or downloaded with an internet connection and web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			All tools being used for this course are a part of the University suite of tools. No external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the “Course Technology” section of the syllabus for the technical support offered for all tools being used in the course.
7.2 Course instructions articulate or link to the institution’s accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the "Course Technology" section of the syllabus to the accessibility statement for Carmen.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities use the OSU core common tool set with embedded multimedia to facilitate ease of use.

Reviewer Information

- Date reviewed: Mike Kaylor
- Reviewed by: 2/20/2017

Notes:

- Please update the first page of the syllabus to reflect that office hours for the course will be held online.
- Please be sure to provide a PDF file of the Power Point w/audio presentations. This can serve as a transcription file for the video.

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register

with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Advertisement Analysis Guidelines

Overview

You will submit one Advertisement Analysis for this course. The analysis is a short assignment, approximately 500 words and a presentation using some form of presentation program (PowerPoint, Prezi, etc.) that will be submitted to Carmen. You will write your analysis based on the materials from one week in the class. The four choices for your analysis are detailed in the table below.

Material

Week 4: Materialism & Persuasion

Week 5: Stereotypes

Week 6: Advertising Controversial Products

Week 7: Privacy & Social Responsibility

All deadlines are set for the end of Friday at 11:59pm. All assignments should be handed in as a digital copy using the Dropbox on Carmen. The policy for late assignments is addressed in the syllabus.

Task

The aim of the advertisement analysis is to apply that week's materials to an advertisement (or advertisements) you find.

You will write 500 words (there is a 10% leeway on word length, so papers must be between 450 and 550 words to ensure there is no length penalty)

You will find an advertisement (or multiple advertisements if you wish) to write your analysis on. These advertisements may be print, web, TV or from any media of your choosing. You will however, need to provide a copy of the advertisement(s) you use (either including a URL to a version of the advert(s) or uploading a copy of the advert to the Dropbox on Carmen).

At the end of this document are a series of questions to aid you in the assignment. You may if you wish use these questions as subheadings and write your responses between each question, or you can write a more freeform essay if you choose.

The overall aim of your analysis is to show that you can apply the course materials to an actual advertisement in the real world. Specifically your analysis should achieve the following:

- Explain which elements of the week's class material you are going to apply to the advertisement.
- Explain how those elements are relevant to discussing the advertisement.
- Theorize as to the possible intended effects of the advertisement.
- Theorize as to the possible unintended effects of the advertisement (in relation to the chosen week's materials)

While I won't provide specific word lengths for each part of these tasks, you can use the rubric provided to estimate what you need to spend more time on.

The presentation should include a link to the advertisement and provide the audience an overview of your analysis. It does not need to be narrated, but if you may if you have the capability. The presentation will be posted to the discussion board. You are expected to view and provide constructive criticism to the presentations of each of your group members within one week of the posting deadline.

Q&A

I will update this section on Carmen if any further questions come up

Do I need to use everything that was covered in that week's materials?

You do not need to use all of the week's materials. You may, if you feel you have enough to say, apply only a small part of the week's materials and theories. You will need to carefully select relevant elements from the materials that you feel apply to your advert(s).

For example if you were doing the assignment on the Materialism & Persuasion materials, you may talk about how an advertisement related to a materialistic culture, or you may discuss how it related to a social norms and hedonic contingency perspectives.

Can I use more than one advertisement?

You may if you wish split your analysis across multiple advertisements. This may be particularly useful if you are doing your analysis on only a small section of the materials, as it will allow you to apply the materials in more than one setting and give you more to discuss.

Can I used an advertisement that was used in the class videos or readings?

No. This is not allowed. Furthermore, you should take care in choosing your advertisement(s), and aim to find a novel advert (not just the first one that appears when you type in keywords into Google). Aim to find an advert that you think is a good one to apply the materials to. Choosing an interesting and relevant advert is a key part of the task.

Does the advertisement have to be from the USA?

No. The advert may be from any country you choose. However, (a) if you are using an advertisement from abroad you should set the materials in the context of that country (ie do

not discuss how a US audience would react to the advertisement if the advert wasn't published in the US, instead discuss how that country's audience would react to the materials); and (b) I still need a copy of the advert, and need to understand it. So you will need to provide a copy of the advert, as well as ensuring it is either in English or at the very least has subtitles/a clear and easy to use translation.

Essay Rubric

Task	Description	Points (out of 20)
Spelling, grammar and length	Is the piece easy to read? Are there numerous grammatical or spelling mistakes that make it difficult to read? Is the piece over or under length?	2
Originality and relevance of advert	How original is the advert (in other words does it appear really quickly if I type keywords into Google, or has care and attention been taken to find a good advert). How suitable is the advert for use with these materials?	3
Justification for relevance of advert to materials	How well do you apply the week's materials to the advert? Do you establish a clear connection between the advert and the week's materials in a clear and concise way?	4
Description of intended effects	Do you make a clear argument for what the advert is trying to do (for instance is the advert looking to raise awareness of a brand or sell a well-known one, is it trying to appeal to already loyal customers or woo new ones etc.?) Do you justify why you think this is the case?	2
Description of potential unintended effects	Do you give ideas as to what the unintended effects of the advertisement could be? Are these based in the materials from the class? Is there a clear link between the advertisement, and the arguments being made?	5
Knowledge displayed of weeks' materials	How knowledgeable do you appear to be about the materials? Are there terms you use ambiguously? Or do you show you have a thorough grasp of the concepts discussed in the class?	4
TOTAL		20

Essay Overview

These questions are designed to guide you in writing your analysis. You do not need to use this sheet, however, if you wish, you may copy over this page to another document and answer the questions below for your assignment. Alternatively you may write a more freeform essay not using any of these subheadings if you choose.

If you do use the beneath framework, you should still answer all the questions in complete sentences.

1. What advertisement(s) are you using?

Provide a working link to the advert(s), or just write 'In Dropbox' if you are uploading a version of the advert to the Dropbox. (This question does not count towards your 500 word limit)

2. Briefly describe what elements of the materials you will be using.

3. How do these class materials relate to the advert(s) you are using?

4. What are the intended effects of the advert?

5. Based on the materials noted above, what are some of the possible unintended effects of the advert? Justify your answer.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
3325	Intermediate	Intermediate	
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3620	Basic	Basic	
3440		Intermediate	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3668			Intermediate
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
4820(H)	Advanced		Advanced
4558		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (3 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4738	Intermediate		Intermediate
4853.01	Intermediate	Intermediate	
4853.02	Intermediate	Intermediate	
4558		Advanced	Advanced

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4668	Advanced	Advanced	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Comm Analysis & Practice

(18 cr. req.)

3668	Intermediate		
4240(H)		Basic	
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665		Intermediate	Intermediate
4668		Intermediate	Intermediate
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced