



COMM 3444 ADVERTISING AND SOCIETY ONLINE SUMMER 2018

Instructor	Teaching assistant
Shan Xu Email address: xu.1724@osu.edu Online office hours: Tue, 9 am – 11 am	Lisa Rhee Email address: rhee.104@ osu.edu Online office hours: Wed, 2pm – 4pm or by appointment

Course description

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.

Grades

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

See course schedule, below, for due dates

Course materials in Carmen

Course materials, including reading, slides, transcripts, assignments and quizzes can be found by clicking "modules."

Quizzes

Online Canvas quizzes may be taken on your home computer or in an OSU computer lab, they are not designed to be taken collectively, as a group, or to share quiz answers with other classmates. Sharing or distributing quiz answers to other classmates or providing other assistance is punishable under the Ohio State University's Code of Student Conduct up to and including failure in the class and/or suspension from OSU. The purpose of the quizzes is to (a) encourage you to keep up to date on readings and class materials; and (b) help you realize prior to the exams if you will need to modify the amount of effort or strategies you use in preparing for testing in this course.

Ad Analysis Paper

All students will complete one written advertisement analysis. This will be a minimum of 500 words, double spaced, **APA style**. 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.

Ad Analysis Presentation

Students will have the opportunity to create a presentation of the Ad analysis paper they have written and present to others in the class. 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 classmates is worth 5 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, **APA style** and responses should be ½-1 page per question.

Late assignments

Late essay exam and paper assignments are marked down 10% per day including weekends. The online quizzes cannot be taken after its deadline.

Challenging a Grade:

We are always willing to discuss your grades with you. To challenge a grade, you must meet me during office hours or make an appointment **within one week of the assignment being returned to you.** When we meet, you must present your concerns in writing and attach the graded speech, paper, or exam. Please note that a challenge may result in grades being raised or lowered.

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 **two weeks**.

E-mail

I will reply to e-mails within **24 hours on school days**. I will not reply to emails sent after 6 pm until the following day. Also, **please carefully read the syllabus before emailing** as it is in my experience that the answer to your question can be found there.

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. 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

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation]. **Please note that all times marked are based on Eastern Standard Time.**

- **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.

- **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)

Readings will be posted online by Monday 11:49pm each week.

Lecture materials will be posted online by Wednesday 11:59pm each week.

Each quiz will be available online from Monday to Friday, and deadline for each online quiz is Friday 11:59pm.

Week	Dates	Topics	Readings and Media	
<u>1</u>	<u>5/9</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: Prentice Hall. 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>Quiz</u>
<u>2</u>	<u>5/14</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 	<u>Quiz</u>

			<p>Publishing—Chapter 7: 1960-1975 The Creative Revolution</p> <ul style="list-style-type: none"> 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>3</u>	<u>5/21</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) Messaris, P. (1997). The Role of Images in Advertising. Thousand Oaks, CA: Sage. (Chapter 2, Visual Form and Style, p. 53-89) Messaris, P. (1997). The Role of Images in Advertising. Thousand Oaks, CA: Sage. (Chapter 6, Showing the Unspoken, p. 219-264) 	<u>Quiz</u>
<u>4</u>	<u>5/29 (no class 5/28)</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.), Advertising to 	<u>Quiz</u>

			<p>Children: Concepts and Controversies (pp. 3-26). Thousand Oaks, CA: Sage.</p> <ul style="list-style-type: none"> 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.aappublications.org/content/134/1/e29.full.print 	
<u>5</u>	<u>6/4</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 differentials 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: 	<u>Quiz</u>

			<p>http://fastfoodmarketing.org/media/FastFoodFACTS_Report_Summary_2010.pdf</p> <ul style="list-style-type: none"> 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>6</u>	<u>6/11</u>	<u>Minorities and Advertising- Gender</u>	<p><u>Video: Tough Guise</u></p> <ul style="list-style-type: none"> Grau, S. L., & Yorgos, C. (2016). Gender stereotypes in advertising: A review of current research. <i>International Journal of Advertising</i>, 35(5), 761-770. Dove Self-Esteem Campaign 	<u>Quiz</u>
<u>7</u>	<u>6/18</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., 	<p><u>Quiz</u></p> <p><u>Essay Exam 1</u> <u>Assigned 6/21,</u> <u>Due 6/25</u> <u>11:59pm</u></p>

			Landreth, S., & Bang, H. (2005). Asian Americans in Magazine Advertising: Portrayals of the "Model Minority." <i>Journal of Macromarketing</i> , 25(2), 163-174.	
<u>8</u>	<u>6/25</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>Quiz</u>
<u>9</u>	<u>7/2</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— 	<u>Quiz</u> <u>Ad Analysis Paper assigned</u> <u>7/5</u>

			<p>Chapter 6: Ad bites, Ad Stories, and Newsads, 136-162.</p> <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, 54</i> (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, 69</i> (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, 33</i>(2), 203-234. 	
<u>10</u>	<u>7/9</u>	<u>Advertising and Health</u>	<p><u>Video: Bitter Medicine: Pills, Profit, and the Public Health</u></p> <ul style="list-style-type: none"> Auton, F. (2006). Direct-to-Consumer Advertising (DTCA) of Pharmaceuticals: An updated review of the literature debate since 2003. <i>Economic Affairs, 26</i>(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, 100</i>(1), 24-32. Ball, J., Liang, A., & Lee, 	<p><u>Quiz</u></p> <p><u>Ad Analysis Paper due</u></p> <p><u>7/9</u></p> <p><u>11:59pm</u></p> <p><u>Ad Analysis Presentation assigned</u></p> <p><u>7/9</u></p>

			<p>W. (2009). 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> <ul style="list-style-type: none"> 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. 	
<u>11</u>	<u>7/16</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>Quiz</u>
<u>12</u>	<u>7/23</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>Quiz</u> <u>Ad Analysis Presentation due 7/20 11:59pm</u> <u>Response Posts due 7/23 11:59pm</u> <u>Final essay exam 2 assigned 7/27</u>
<u>Exam Week</u>			<u>Essay Exam 2 Due 8/1</u>	