

# Advertising Advising Guide

A guide for IUB students preparing for advertising careers



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### Preface

The number of students who express interest in advertising careers has increased. Undergraduate advisors report that students who would like to prepare for careers in advertising are not always clear about the breadth of the profession and how best to prepare for it. Various academic departments and schools offer advertising courses, but no one offers a major in advertising. So, what's a student to do? And how can an academic advisor provide guidance on appropriate majors and pertinent courses?

This advising guide was developed for the express purpose of giving the student and the undergraduate advisor more information about the field of advertising and its different specialties. The guide explains the various specialties in advertising, skills needed in each, and possible academic paths. The curriculum section of the guide contains descriptions of the advertising and advertising-related courses at IUB. It also lists primary contacts in each academic unit who are knowledgeable about the unit's advertising courses. The information in this guide should prove useful as students, with their advisors, weigh the value of different majors and specific courses.

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Many people helped in the development of this guide. **Beth Wood**, a lecturer at the IU School of Journalism, originated the concept of the guide and was its primary author. **Erin Thacker**, a senior journalism student, helped in its research and writing and is responsible for organizing and compiling the curriculum section of this guide. Others in the I.U. School of Journalism encouraged and supported the project:

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Several advertising executives contributed their time to make the contents of this guide pertinent to the needs of the advertising industry. Through interviews and reviews of the materials, they defined the specialties within agencies. They also identified qualities and training required for working in today's agencies. A special thanks for their suggestions, insights, and gracious sacrifice of billable time to:

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Beth Wood  
Indiana University School of Journalism  
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## Purpose

Advertising is an intriguing career possibility for many college students. The field sounds creative, fast-paced, glamorous, and lucrative. Yet, many students who are considering advertising careers have no concrete information about the industry, no idea of the range of jobs available, and no clue about what type of academic preparation makes sense. This advising guide is designed to help those students—and their undergraduate advisors—as they select their majors and course work to prepare for advertising careers.

## What is advertising?

Advertising is often depicted on television and in the movies as a profession in which people work in fancy offices in big cities, wear designer clothes, have three-hour lunches, jet around the country to see important clients, and sit in conference rooms kicking around creative concepts. It's not surprising that many students think this is a great way to make a living. Yet, advertising is a much tougher, more complex, multifaceted field than it is portrayed in fiction. Working in advertising, the same as in any other business, requires long hard hours and is often anything but glamorous, especially in the early stages of a person's career.

Saying that you would like to work in "advertising" is like saying you'd like to work in "automotives." If you think about all the skills, training, and knowledge that go into the development and manufacturing of cars, you know that many different professionals contribute to the final product—the car you drive. There are designers, engineers, marketers, production workers, quality control experts, sales personnel, finance specialists, and many more.

The same is true of advertising. Advertising is a large industry that needs people with diverse talents and

training. The 30-second commercial you see on television or the full-page, glossy ad you see in a magazine are the results of the teamwork of many different professionals who take ads from concept to final product. Usually you think of the creative team—the writers and artists who develop and present the advertising campaigns. But the business is much more than that.

Advertising is a broad field whose fundamental product is purposeful communication. Advertising's purpose is to sell a client's products or services to a target audience. Sometimes advertising sells, sometimes it amuses, sometimes it informs, sometimes it persuades. Above all, though, effective advertising gives the consumer a reason to believe the client's message.

Many professionals with different specialties contribute to creating this purposeful communication. Typically, advertising professionals work in agencies. Within an agency, depending on its size, you'll find specialists in:

*Account management.* Account managers are the strategic thinkers and account herders. They help clients develop a plan of action, they work with the creatives and production specialists to develop campaigns that meet the client's needs, and they keep everyone on strategy, on schedule, and on budget. They mediate the interaction between agency and client. In effect, they are the generalists who do everything from explaining union talent issues to a client, to negotiating the agency contract, to writing a creative brief, to reviewing a media plan to evaluating a creative concept, to providing estimates for clients' approval, to reviewing billing statements, to grappling with agency personnel issues. This specialty also

includes researchers who help determine where and how to reach the client's key audiences.

*Creative team.* These people are strategic thinkers who generate advertising concepts. They develop the ideas, select or create the visuals, and write the words. Professionals include art directors, staff artists, designers, editors, and writers. Writers and the art director work together in teams to ensure that the client's message works on the verbal and visual levels.

As they develop concepts, the creative team must consider what is right for the client's brand and what will fit in to the client's budget. Additionally, they must package the message in a way that showcases the benefits the ultimate consumer of the product will enjoy, not just the features that the client wants to tout.

*Production specialists.* Once the client and the agency agree on a campaign approach, the production specialists are the ones who put everything together in final form. They supervise the production of the print ads or the television spots. Precision and accuracy are vital to these professionals, as well as the ability to adhere strictly to deadlines. As the last stop in the advertising development process, they are often required to make up any time that was lost along the way.

*Media specialists.* People in the media department are responsible for knowing the media market. They help determine which media can best reach a client's audiences. They research newspapers, magazines, broadcast stations, billboard space, online services and other media, negotiate the purchase of time and space for advertising, and monitor whether the media follow through with quality placements. This field is driven by research, data, numbers, and plenty of savvy.

The media department can play an important role in adding "surprise" to the message. Look closely at the stickers on bunches of bananas at the grocery. If you see a sticker that gives you the URL for a website where you can find recipes for banana daiquiris,

you can assume that the media department for the agency that handles a rum account is responsible. Sometimes the agency works with an outside media buying service that handles all the media buying needs for a particular client's products.

*Interactive specialists.* The Web has become a major tool for advertisers. Agencies need people who can develop Web-based approaches to reaching potential consumers. Interactive specialists need to be experts in computer technology and on how to create and measure effective online messages.

Not all agencies have these specialties in-house. Sometimes they hire outside help for specific projects. Yet, these are the basic functions needed in a contemporary advertising agency. If you are thinking of preparing for an advertising career, you'll need to take a candid look at your skills, personal qualities, and preferences. You may decide that you don't have the right mix of abilities to be on the creative team. Yet, you may be just the right kind of person for account management. That's okay. Advertising agencies need a wide range of talented people to serve their clients.

*Flexibility and options.* Once you work in an agency, you are not stuck in the same specialty for life. There is often movement from one function to the other within and between agencies. Someone who enters an agency as a writer may eventually migrate to account management. A media specialist may go into production or may go to work for an outside media buying service. Or, an account manager may even decide to go in-house with a client to manage the client's relationship with its outside agencies. Once you are in an agency, there is frequently movement from one account to another. Maybe you'll start on automotive products and later move to a chewing gum account. Depending on the size of an agency, you may work on several different kinds of accounts at once. It is important in your preparation for an advertising career to think about your strengths and interests as you select courses and majors.

## What does it take to be a successful advertising professional?

No matter which specialty you consider, advertising executives and agency owners list the qualities they would like ALL employees to have:

- Curiosity—about everything
- Excellent interpersonal skills
- Impeccable communications skills—both written and oral
- Relentless attention to detail
- Personal and professional grace and “grace under pressure”
- Teamwork skills
- Tenacity
- Flexibility
- Ability to handle multiple tasks at once
- Problem-solving skills
- Clear thinking
- Common sense
- Extraordinary listening skills
- Integrity
- Deftness in handling people
- Desire to achieve excellence
- Ability to think on your feet
- Willingness to start at the bottom and work your way up
- Ability to ask intuitive questions
- A sense of urgency about the client’s and the agency’s business
- A desire to win—whether it’s a client’s business or a client’s confidence in your ideas
- Ability to assimilate and distill information quickly
- Deal sensibly with unrelenting deadline pressure
- Ability to handle criticism
- Risk taking—be willing to put your ideas on the line

In addition to these general qualities, each advertising specialty requires slightly different skills and academic training.



# Academic preparation for an advertising career

If you just take all the courses with the word “advertising” in their names, your preparation for an advertising career will be too narrow. The benefit of attending a university is that you can take a wide range of courses that will give you the broader knowledge you need. Once you’ve determined that you have the qualities useful to all advertising professionals, consider the skills and knowledge needed in each specialty. Then take into account your own interests and aspirations.

Advertising executives emphasize the need for a broad-based education. If you work for an agency, you might work on client accounts that range from art museums to manufacturers of automobile gas caps. You need to be acquainted with a wide range of people, experiences, and ideas. A liberal arts or business education will expose you to different disciplines, philosophies, and cultures. *You should use your undergraduate education as a way to stretch your knowledge. Don’t think of it as simply meeting graduation requirements.* A chemistry class may open a new world for you. Suddenly you see the world on a molecular level. An anthropology course may acquaint you with cultures that will help you understand humans differently. No course is wasted if you are preparing for an advertising career.

As you weigh majors and courses to take, keep in mind that academic units have different philosophies and approaches towards teaching advertising. One department may teach the subject from a hands-on, industry perspective while another may teach it from a theoretical, critical perspective. You’ll find information about each academic unit’s approach to advertising in the *curriculum section* of this guide.

**Account Management and Planning.** The account management professionals direct and coordinate an agency’s work with a client. *Account managers* are responsible for moving a project through each phase of development to make the best use of the agency’s

and the client’s resources. An account manager meets with the client regularly, learns the client’s business,

helps the client develop goals and objectives for the campaign, and works with other agency professionals to make sure the campaign accomplishes the client’s goals. Account planners stay abreast of trends and make sure that the consumer’s perspective is always a central consideration in any advertising that is developed. The account planner’s primary tool is research.

*Skills:* Diplomacy, intellect, analytical thinker, organization skills, excruciating attention to detail, understanding of business and basic accounting, excellent interpersonal and communications skills, knowledge of basic marketing principles, flexibility, leadership, teamwork ability, knowledge of types of research necessary for clients’ campaigns, ability to handle multiple tasks.

*Useful education preparation:* Business, accounting, marketing, communication and culture, telecommunications, journalism, economics, psychology. It’s a good idea to combine your major with another area of concentration. For example, if you major in business, your second concentration could be in completely different area, such as journalism or psychology.

*Entry-level positions:* Assistant account manager, account coordinator, market research associate.

**Creative Team.** The agency’s creative team has art directors, staff artists, writers, editors, and designers. These professionals work together, usually under the supervision of a creative director, to develop creative concepts that communicate a client’s message to a specific audience. Each type of professional must have a respect for the other’s task. The writer



must appreciate the creative challenges of the art director and the art director must understand the challenges of the writer.

**Copywriters** should be well read and have an impeccable command of proper English (if working in the United States). They should also have a thorough knowledge of the language of popular culture. Copywriters must know how to communicate succinctly and powerfully. They should be skilled in tailoring a client's message to resonate with an audience.

*Skills:* Excellent writing and editing skills, broad acquaintance with different ideas, subjects, disciplines, ability to connect with different types of audiences, ability to meet deadlines, flexibility, ability to take criticism gracefully, teamwork skills.

*Useful education preparation:* English, journalism, communication and culture, telecommunications. It's a good idea to combine one of the communication majors with another field such as science, art, history, psychology, or an area of particular interest to the student.

**Art directors and designers** must bring a concept to life through visuals. They must be able to communicate an idea or message visually regardless of the medium used. Some messages are communicated with cartoons, some with photography, others with graphics, still others with video. The artist or designer who is comfortable with several media will be valuable to the agency.

*Skills:* Visual or artistic ability, proficiency with design software, teamwork skills, appreciation for wide range of artistic styles and tastes, understanding that clients have business goals for their messages and that art must meet those goals.

*Useful education preparation:* Fine arts specialties:

graphic design, painting, photography, studio art, printmaking; communication and culture, journalism, computerized design techniques. A liberal arts education that acquaints the artist with many different cultures and artistic styles would be useful in addition to specific art or design training. The artist or designer might want to combine art education with psychology or business as well.

*Entry-level positions:* Designer, associate or assistant art director, copywriter, editor, proofreader, or production assistant.

**Production.** Once the creative team develops a concept that the client approves, the production staff must make the concept a reality. If the client wants a full-page ad in The New York Times, the production staff makes sure that ad looks as good as it possibly can. Photography must be crisp, colors true; the ad must be delivered in a format that the newspaper can use. If the client wants a television spot, the broadcast production staff, working with the creative staff, is responsible for every aspect of the commercial "shoot." They hire the talent, pick the music, decide on the wardrobe, set up the shots, supervise the editing, and make sure that the work is all done on schedule and within the client's budget. If the client wants an annual report, the production works with all the details of printing a polished product including page and type size, paper quality, cost control, art and photography, print production. The production professionals make sure that the final product is a high quality depiction of the original concept.

*Skills:* knowledge of print production processes; knowledge of broadcast production; detail oriented, disciplined, organized; broadcast shooting and editing abilities; print writing and editing skills.

*Useful education preparation:* Telecommunications,

communication and culture, journalism, fine arts and visual arts majors, recording arts. Understanding how to manage projects and people would be helpful in addition to specific production skills.

*Entry-level positions:* Production specialist, associate or assistant producer, photography assistant, production assistant.

**Media Research, Planning, and Buying.** Part of a complete advertising strategy is identifying which media are the most effective for reaching the client's key audiences. The media department of an agency conducts ongoing research on the various media used for advertising. The media professionals evaluate everything from newspapers to bus stop benches to determine how many people are reached and who those people are. Media professionals also help clients plan where they will place their messages to get the maximum impact with key audiences. They'll help determine the right frequency of placement and mix of media to accomplish the client's goals. Media buyers are responsible for negotiating rates and placements for their clients. They also follow up once ads are placed to be sure that the media are providing the quality and placement the client agreed to. Follow up includes verifying bills and getting media to run "make good" ads if they did not run the client's broadcast or print ads according to the contract. Media research, planning, and buying are data-intensive fields. A professional in this area must know how to interpret and use research. He or she must know how to make the best use of the client's advertising dollars.

*Skills:* Analytical abilities, attention to detail, knowledge of media and media research, negotiation skills, analysis and interpretation of numbers, ability to communicate significance of research to clients.

*Useful education preparation:* Statistics, marketing, telecommunications, journalism, business, psychology, communication and culture.

*Entry-level positions:* assistant media planner, assistant media buyer, media research assistant.

**Interactive Marketing.** Today, people turn to a company's website for information about products and services. The field of interactive marketing focuses on how to build relationships between a client and its customers and other key publics by using the Web, the Internet, online services, CD-ROMs, and other electronic tools. Developing and maintaining comprehensive and current databases is also important to clients. Interactive marketing professionals have opportunities inside and outside agencies. They can freelance their services, work in an agency, or work in-house for a client.

*Skills:* computerized design skills, comfort with computers, cross-platform capabilities, problem-solving skills, computer programming skills, willingness to deal with constant change.

*Useful education preparation:* computer science, computer information systems, computerized design, informatics, fine arts specialties, journalism, telecommunications.

*Entry-level positions:* Designer, programmer.

## **Beyond the diploma: internships and portfolios**

In addition to your studies, you should pursue internships and start building a portfolio of your work if you are embarking on a creative career. When choosing a major you need to look for an academic unit that can help connect you with potential internships. Some internships may be with advertising or integrated marketing agencies. Others may be with corporations or nonprofit organizations. Internships are excellent learning experiences if you want to enter the advertising profession. They may also help you discover that the advertising world is not for you.

Developing a portfolio of your work is important for advertising. If you want to be a copywriter, you'll need samples of copy you have written. If you want to go into broadcast production, you'll need to show tapes of your work. If you want to do interactive work, you'll need to show the kinds of websites or interactive solutions you have designed and implemented. You may have the opportunity to develop some of these pieces in the course of an agency internship. But, that's not the only way to build a portfolio. Many courses require you to develop promotional pieces. You may also be able to volunteer your services to an organization that will allow you to develop promotional pieces that you can use in your portfolio.

To build a portfolio and learn firsthand about how the advertising business works, you may also want to participate in the American Advertising Federation's (AAF) annual National Student Advertising Competition. In this competition, a corporate sponsor provides an assignment or case study outlining the history of its product and the current advertising situation. Students research the product and its competition, identify potential problem areas, and develop a complete communications campaign for the client. This competition gives advertising students a chance to design a national campaign for a major corporation. Top teams from around the country pitch their

ideas to the corporate client. The winning school receives a cash award and formal recognition from the AAF. Indiana University participates each year in the competition through the Department of Telecommunications.

Some students are attracted to the idea of portfolio or design schools. These are best described as "graduate schools" for creatives. Those who want to get more intensive work on design, art, and copywriting than they receive in their undergraduate years may want to consider a design school. Going directly from high school to a design school is not a wise step, however. It is better to get an undergraduate education first. As one advertising executive put it: "Going straight to design school is like jumping straight into the NBA from your high school basketball team." The competition is tough. Most students who attend design schools have already completed college educations and are refining their talents.

## What does IU offer in advertising?

There is no single academic path to take for an advertising career. Much depends on your own interests, abilities, and aspirations. Advertising professionals have majored in everything from political science to music in addition to majoring in the more traditional fields of communications and business. Your specific degree does not matter as much as the skills and knowledge you bring with you to your job. In a sense, you need to prove to a prospective employer that you can do the job you're applying for.

Although Indiana University does not have a separate advertising major, several schools and departments offer advertising or advertising-related courses. The curriculum section of the Advertising Advising Guide lists the courses offered on the Bloomington campus. The course descriptions are taken from academic bulletins and academic units' websites.

*If you want to prepare for an advertising career, you have options.* First, you can select a major in one of the academic disciplines that offers advertising courses. Those are business, journalism, communication and culture, telecommunications, and psychology. Each of those disciplines has its own approach to advertising. You will benefit by developing a strong second concentration in addition to the major you select. Find a second concentration that broadens your knowledge base beyond your chosen major. See the academic preparation section of this guide for ideas.

Second, you can opt to design your own major in the *Individualized Major Program (IMP)* through the College of Arts and Sciences. You will be expected to meet the academic requirements of the College, but you can work out a plan to concentrate some of your education in advertising course work. If you want to construct your own major, you should contact the IMP office, 855-9589, to arrange an appointment.

## Where can I go for more help at IU?

**Academic advisors:** Your academic advisor should be your first stop. Whether that person is in a specific academic department or school or in the University Division, check with your advisor about what's available on campus. If you are in University Division, call the Division's Academic Advising Services to connect with an advisor. If you have already been accepted into the College of Arts and Sciences or into a specific school such as Business or Journalism, contact the main office of that academic unit to get the name of your undergraduate academic advisor. Academic advisors are an important resource for you. They know the requirements for completing a major or concentration and for graduation.

**Professors:** There are also professors who teach advertising courses in several different schools. If you want to learn more about a particular specialty or more about a specific department's approach to advertising, you may consider making an appointment to talk with a professor. Primary contacts for advertising in various academic units are listed in the curriculum section of this guide. Professors are good resources for understanding a particular discipline's approach to advertising. They will probably refer you to an academic advisor to sort out the fine points of which courses to take when and what requirements you need to complete to graduate.

**Career Development Center:** The Career Development Center, located at 625 N. Jordan Ave., is a goldmine of career materials. Counselors are available to help answer your questions and locate materials that will guide you. The Center has a knowledgeable staff and one of the most comprehensive career libraries on campus. The Career Development Center offers a wide array of services to help IU students of any major reach their academic and career goals.

## Industry resources for advertising career information

Look for books on advertising written by professionals who have lived and breathed agency life. Browse through the library for books on advertising and look on the shelves of your local bookstore. For starters, try *Ogilvy on Advertising*, by David Ogilvy; *Hey, Whipple, Squeeze This*, by Luke Sullivan; and *Truth, Lies and Advertising: The Art of Account Planning*, by Jon Steel.

Read industry publications such as Adweek ([www.adweek.com](http://www.adweek.com)) and Advertising Age ([www.adage.com](http://www.adage.com)), both of which have online information services. Both publications are available on campus for you to browse through. Check with the library.

Search out selective websites such as [www.talentzoo.com](http://www.talentzoo.com) or [www.adbuzz.com](http://www.adbuzz.com).

Talk to people who actually work at an advertising agency to get key nuggets of advice and to hear how they got started in their careers. Ask advertising professionals for their suggestions on books or publications to read.

Go to the websites of major national advertising organizations such as the American Advertising Federation ([www.aaf.org](http://www.aaf.org)), the American Association of Advertising Agencies ([www.aaaa.org](http://www.aaaa.org)), and the Ad Council ([www.adcouncil.org](http://www.adcouncil.org)). You'll get a sense of issues facing the profession and the breadth of the business. You may also find some helpful educational materials.

# Advertising Curriculum Guide for IUB

This curriculum section of the *Advertising Advising Guide* gives you an idea of the types of advertising and advertising-related courses available in various academic units. For each academic unit you will find information about its approach to teaching advertising, the primary contacts who can answer questions about the unit's advertising courses, and a list of courses frequently offered.

**Please keep in mind that the courses listed in this guide may change.** You may not find the same courses listed here offered every semester or even every year. If you are interested in a particular course, check to see if it is still offered, if you qualify to take it, if there is room for you, and if you have taken the appropriate prerequisites. You'll notice many courses require the permission of the instructor. Be sure to contact the instructor of a course you wish to take long before registration if you want to be considered for inclusion in the class. The undergraduate advisors of each academic unit are also important resources for you if you need information about courses.

This section includes descriptions of courses in:

- Kelley School of Business
- College of Arts and Sciences (topics course)
- Department of Communication and Culture
- School of Fine Arts (a department of the College of Arts and Sciences)
- School of Journalism
- Department of Psychology
- Department of Telecommunications



## Kelley School of Business

Advertising and promotion in the School of Business focus on the development of knowledge and skills necessary to make successful decisions about advertising and promotion, whether students intend to pursue a career in marketing or not. Relevant terms, concepts, principles, and popular theories are covered, as well as the pragmatic, practical aspects of the strategic development and creative execution of integrated marketing campaigns for major clients. Individual and team-based projects are employed to provide real-world experience in the many elements that go into creating effective, persuasive communications around a key strategic idea.

Primary contacts: Ann Bastianelli, Lecturer of Marketing, abastian@indiana.edu or 855-1288; Greg Kitzmiller, Lecturer of Marketing, gkitzmil@indiana.edu or 855-1004; Scott MacKenzie, Professor of Marketing, mackenz@indiana.edu or 855-1101; Richard Olshavsky, Professor of Marketing, olshavsk@indiana.edu or 855-1114.

### **M300 Introduction to Marketing**

Examination of the market economy and marketing institutions in the United States. Decision making and planning from the manager's point of view; impact of marketing actions from the consumer's point of view. No credit toward a degree in business.  
*Prerequisites:* None.

### **M301 Introduction to Marketing Management**

Part of the integrative core, along with F301 and P301. Marketing planning and decision making examined from firm's and consumer's points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy and implementation.

*Prerequisites:* BUS A100, A201, A202, K201, L203, X100, X103, X204, COMM R110, ECON E201, E202, E270, ENG W131, MATH M118, M119.

### **M303 Marketing Research**

Focuses on the role of research in marketing decision making. Defining research objectives, syndicated and secondary data sources of marketing information, exploratory research methods, survey research design, experimental design, and data analysis.  
*Prerequisites:* M301

### **M340 Effective Marketing Communication**

Restricted to students in the marketing concentration. Develops communication skills necessary for marketing careers. Topics include producing effective marketing reports; basics of layout and design; techniques for effective speaking, persuasion, and listening; presentation graphics; and multimedia software.  
*Prerequisites:* M301; M341.

### **M341 Creativity in Marketing**

Restricted to students in the marketing concentration. Develops creativity and creative problem-solving skills necessary for marketing careers. Covers theories and models of creativity, obstacles to creativity, techniques for stimulating personal and group creativity, and applications of creativity in marketing.  
*Prerequisites:* M301.

### **M342 Management, Analysis, and Display of Marketing Data**

Restricted to students in the marketing concentration. Develops skills needed to manage, evaluate, analyze, and display marketing data. Topics include data coding, data analysis using statistical software, attitude measurement and scaling, graphic display of data, data-driven market segmentation, and competitor analysis.  
*Prerequisite:* M301; M343.

### **M405 Buyer Behavior**

Description and explanation of consumer behavior. Demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.  
*Prerequisite:* M303 or consent of instructor.



**M415 Advertising and Promotions Management**

Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

*Prerequisite:* M303 or consent of instructor.

**M417 Advertising Strategy Laboratory**

Development of skills necessary to complete various sections of an advertising campaign plan. Experiential projects in dealing with secondary market data, designing consumer research studies, analyzing consumer data, developing media plans, and delivering effective presentations.

*Prerequisite:* M418.

**M418 Advertising Strategy Laboratory**

Limited enrollment. Major managerial problems of promotion administration; advertising research, agency relationships, media concepts and strategy, appropriations and budgets, evaluation, coordination, regulation, and campaign planning. Prerequisites: M303, M415, and consent of instructor.

**M429 Legal Aspects of Marketing**

Analysis of statutes, regulations, and law doctrines applicable to marketing practices. Examination of legal issues encountered by marketers in dealing with consumers, competitors, and other marketplace participants.

*Prerequisites or Co-requisites:* M303 for School of Business students; P: M300 for non-School of Business students.

## College of Arts and Sciences Topics Course

### **E103 The Semiotics of Advertising**

Semiotics is the science of the sign: anything which functions in communication. In this course we apply semiotic methods to the study of advertising, which must communicate compellingly in a very short time or in a limited space. As a result, advertising is a perfect laboratory for the semiotic methodology, because it must use signs very effectively. In fact, the finest advertising approaches poetry in its artistic subtlety and power. Semiotics is an extremely flexible tool which is useful in a wide range of academic fields.

Readings are drawn primarily from an introductory textbook on semiotics, while most of the illustrative material used in lecture comes from video and print advertising. A web page serves as an archive of all the ads viewed in the course lectures. Weekly assignments require students to answer questions based on the readings and to write brief annotations of ads found by each individual student. There is a midterm and a final exam, and students will write a term paper, or course project, exploring semiotic themes in advertising texts.

*Prerequisites:* None.

## Department of Communication and Culture

The Communication & Culture (CMCL) major will teach you the critical thinking central to a liberal arts education. The CMCL program doesn't offer "how-to" training that equips you for entry into the advertising field; instead it can open doors to a wide variety of careers in the business, professional, and public spheres. The department's courses emphasize clear, persuasive writing; how to "read" and analyze the texts around us (everything from Viagra ads to The Matrix, presidential campaign speeches, and Malcolm X's writings); and how to see the ties between larger social units—such as corporations and governments—and the workings of our everyday lives. The CMCL curriculum offers you insight into contemporary and historical American culture as well as the complex world outside the United States, where Japanese anime and modern Berber nomads coexist. Courses in film production are offered at the beginning and intermediate levels.

Primary contact: Sonja Rasmussen, Undergraduate Advisor, [rasmusse@indiana.edu](mailto:rasmusse@indiana.edu), or 855-7217.

### **C228 Argumentation & Advocacy**

The primary goal of this course is to help students to become better producers and consumers of arguments as they appear in the public sphere. The course will be conducted in a lecture/discussion format. Two days a week students will attend lectures on the theory and principles of public argumentation and advocacy. The third day, students will attend small discussion sections where they will work on a variety of critical and practical exercises designed to develop skills in the use of public argumentation.

The course will introduce students to the practical forms and functions of public argumentation and advocacy. Topics to be emphasized will include how to identify, employ, and critique different modes of reasoning (including so-called "fallacies of argumentation") and the usage of evidence. Further topics will include the differences in form and function of propositions of fact, value, and policy; the role of advocacy in public debate (focusing on social change, legal advocacy, and public policy

decision-making); and the fundamentals of directed research using both the library (including the use of government documents and legal resources) and the World Wide Web.

*Prerequisites:* None.

### **C315 Advertising & Consumer Culture**

The goal of this course is to make us more aware of how advertising operates in society and how we live within consumer culture. What are the goals of the advertising industry? What information, ideas, and values are communicated in advertising? What role does advertising play in television, movies, and magazines? How do manufacturers and retailers create "brand-name" products, and why do we care about these brands? What do advertisers know about consumers? Are we, as consumers, manipulated by advertising or do we make independent decisions about what to purchase? Is it possible to live in the modern world without adopting the values of consumer culture? Is it possible to resist the constant messages that tell us: "You are what you buy?" Should we maintain certain spaces in society that are free of advertising and commercial messages?

We like to tell ourselves that we purchase consumer goods simply because they're useful; they fill certain needs in our lives. Clothes keep us warm and appropriately attired. Cars transport us to work or to classes. Computers allow us to write papers and conduct research. But at some level we also realize that we live in a world in which the consumer goods that we purchase speak volumes about who we are, what groups we belong to, and what we aspire to become. Do you shop for clothes at Abercrombie & Fitch or at Wal-Mart? Do you actually drive your SUV over rugged terrain or, like most of us, use it simply to get around town? Are you a Windows person or a Mac person? The answers to these questions are meaningful: our choices help us to craft a social identity, one that is recognizable—shared by people "like us," but not by those who are different. The consumption of goods and services plays a crucial role in the American economy, but consumer culture is more than the sum of the things that we

own. Whether we're in public or in the privacy of our homes, strolling across campus or watching television, we're enveloped by advertising. It's the world we inhabit today—one where it seems normal to be addressed as a potential consumer in virtually every waking moment of our lives, where we happily turn ourselves into living advertisements by wearing clothes that announce the brands that we buy.

*Prerequisites:* None.

### **C324 Persuasion**

This course explores the theory and practice of human influence in American popular culture (e.g., films, television, speeches, advertisements, architecture, and monuments). Its overarching goals are to increase your awareness of persuasive messages in everyday life and to provide you with the tools necessary to make informed decisions for ethical action in today's society. The course is primarily consumer-oriented, meaning that it focuses on the critique of persuasive messages using a variety of critical and theoretical approaches to persuasion. It is not, therefore, a "How To" course in persuasion. This course continually asks what we are being asked to do, believe, and value by the texts we encounter everyday, and how messages are structured to get us to come to those beliefs and values.

*Prerequisites:* None.

### **C335 Production as Criticism. Topic: Music Video and Film Musical**

Ever since its debut in 1981, MTV has had a powerful effect on American culture and image production. The rapid-fire style of music video was increasingly found in television and film throughout the 1980s, and this dialog can be seen to have become even more intimate of late, with the recent successes of video-directors-turned-Hollywood auteurs. But MTV is only the most recent site of interaction between these two influential cultural institutions of the last century, American popular music and Hollywood film.

This course provides a broad survey of the styles and contexts of film musicals and music video. How have

American popular music and dance been represented in Hollywood film and music video? What have been the implications of these modes of representation? How has musical performance been integrated into Hollywood narratives? How have makers of musical films in other nations like France, India or Taiwan mobilized these forms and changed them? Students will test these historical and theoretical perspectives in video production labs. Several lab assignments over the course of the semester will acquaint students with the basics of filming, editing and sound recording, as well as offering opportunities to explore the dynamics of sound, music, and image that have been used in the works we will study.

An important aspect of this facet of the class will be to investigate the ways in which production can serve as a vital site of cultural criticism: how the myriad decisions made in sound and image production are used to create meaning.

*Prerequisites:* None.

### **C360 Motion Picture Production**

This class is a hands-on introduction to the technical and aesthetic basics of making 16mm silent films. Students learn how to design, direct, light, shoot, and edit several short films working individually as well as in groups.

In one semester you will learn and practice how to produce, shoot and edit a short film; you will become familiar with the basics of treatment and script writing, of cinematography and lighting, even with some basics of animation and of sound. While it helps to have had some experience in still photography, super-8, or video production, no experience is required to complete this course successfully and come away with one or two completed projects to show to others. Basically, you will be making short silent films; cassette tape soundtracks (music or a voice-over) are optional.

*Prerequisites:* Requires authorization from the office of Film Studies, 855-1072.

## **School of Fine Arts (a department of the College of Arts and Sciences)**

The Graphic Design program in the School of Fine Arts teaches students to give visual form to concepts, events, products, and messages in order to inform, organize, persuade, locate, identify or attract attention. Students in the program learn underlying principles and skills in typography, color, visual abstraction, composition, visual perception, and unity of form that are the basis for all graphic design, whether it be advertising design, information design, computer graphics, branding, educational design, non-profit design, package design, exhibition design, publication or print design, environmental design, book design, film and video graphics, or corporate communications. Through project-based assignments using appropriate technology, students learn problem solving and critical thinking skills fundamental to creating suitable and principled design solutions.

Primary contacts: Paul Brown, Professor, ptbrown@indiana.edu or 856-5382; James Reidhaar, Professor, reidhaar@indiana.edu or 855-6615; Nell Weatherwax, Fine Arts Advisor, nweather@indiana.edu or 855-1693

### **S250 Introduction to Design Practice**

Drawing and perception in the history and practice of visual communication, including a basic introduction to the field and exercises with pencil, marker, computer, and other tools, to produce symbols, letter forms, and symbol-letter combinations.

The application of color theory, perspective, basic drawing, basic composition, basic typography, and combination of these elements for the role of non-verbal communication. The goals of the course are the development of basic visual and craft skills used by the designer through fundamental exercises.  
*Prerequisites:* F102 (strongly advised for non-majors).

### **S351 Typography and the Integration of Imagery**

Studies in visual communication concentrating on typography as it relates to other design elements in practical design application. Processes include idea

development and computer refinement.  
*Prerequisites:* S250 and consent of instructor.

### **S352 Production for Graphic Designer**

A thorough set of practical exercises that combine design projects with related information about both presentation of ideas and printing of finished designs.  
*Prerequisites:* S351 and consent of instructor.

### **S451 Graphic Design Problem Solving**

Professional problem solving in graphic design. Using a variety of mediums to communicate messages, students apply processes from printing to multimedia as appropriate for directed projects. May be repeated for a total of 20 credit hours.  
*Prerequisites:* S352 and consent of instructor.

## School of Journalism

Courses in the School of Journalism prepare students to develop effective, ethical advertising messages for the real world. The classes offer a balance of theory and hands-on work. Students study the types of research that build the foundation for sound campaigns and conduct original research. They also study advertising as a social and economic force and learn to communicate with diverse audiences. They test their creative skills by producing advertising concepts, copy and design prototypes for diverse media—newspapers, magazines, direct mail, broadcast, online, and outdoor.

You must get permission from the School of Journalism to enroll in any course other than J110 Foundations of Journalism and Mass Communication. To find out if classes are available to you, call 855-9248.

Primary contacts: Beth Wood, Lecturer, meewood@indiana.edu or 856-1088; Lauren Kinzer, Undergraduate Advisor; lkinzer@indiana.edu or 855-1714

### **J110: Foundations of Journalism and Mass Communication**

In this course, you will explore the ramifications and social meaning of mass communication in a wide variety of forms. Course objectives are to: understand how the mass media are structured and financed—and why; understand some of their history, functions, and practices, the forces that regulate them, and the effects they have on society and the individual; become informed and critical consumers of the media; improve analytical skills through reading, discussion, and writing.

*Prerequisite:* None

### **J210 Visual Communication**

We live in the most prolific visual culture in history. From MTV to magazine ads, from informational graphics to T-shirt graphics, from computer icons to gut-wrenching photojournalism, a tidal wave of images floods us daily. J210 will help you navigate this flood by introducing you to the principles of visual literacy and giving you hands-on experiences in three areas of visual communication: still

photography, video and computer design.

J210 is the “toolbox course.” Our society, economy and media are evolving so rapidly that it is impossible to foresee all the developments and disruptions you will encounter during your careers. What we hope to do in this course is to give you a toolbox of visual story-telling skills that will let you adapt to changes in the industry and your personal lives.

In J210, the exercises and assignments require you to learn to operate a digital still camera, a digital video camera and the Macintosh computer. At first, these technologies may dominate your time and effort, but they are not the most important part of this course. By themselves technical skills will not guarantee you will take good photographs, shoot good video or design good publications. The fourth major component of J210 is knowledge. Specifically, knowledge about the theory, history, and ethics of visual literacy and visual communications.

A major theme uniting all aspects of the course will be learning to use your sense of sight more effectively. This objective is based on the assumptions that we tune out most of the visual stimuli that bombard us, we fail to bring into consciousness much of what we see, and we rarely engage in concentrated, purposeful seeing. You will work on improving your vision by analyzing other people’s visual messages and by creating your own.

*Prerequisite:* Consent of school

### **J300 Communications Law**

J300 is designed to introduce students to First Amendment theory and issues concerning freedom of expression and to create a working knowledge of how contemporary media law is applicable to journalists and communication practitioners. We will also explore the ethical boundaries and applications of the law to help us better understand how it shapes our industry and our professional behavior.

This course will help you improve your basic legal research skills and develop the ability to use online legal resources. Finally, you will strengthen



your understanding of basic legal principles by applying them to existing and emerging issues in mass communication.

*Prerequisites:* sophomore standing, consent of school.

### **J320 Principles of Creative Advertising**

The purpose of this class is to teach you the strategies and steps in creating successful, ethical, and creative advertising. We will study the role of advertising as one of many tools used in marketing, as well as the roles of those involved in advertising—from the person who researches the market to the copywriter who crafts the message.

The goals of J320 are to:

- give students a knowledge of the inner workings of the creative process;
- provide an understanding of the relationship between the creative concept, media, and other areas that factor into the success of the campaign;
- help students analyze what separates good advertising from bad;
- teach students about advertisers and advertising agencies;
- help students determine their potential in the field; and
- facilitate an understanding of the importance of advertising in our society and its ethical ramifications.

*Prerequisites:* Consent of school.

### **J321 Principles of Public Relations**

Survey course about the theory and practice of public relations. Examines the function of public relations within organizations, its impact on publics and its role in society. Topics include the evolution of the field, the range of roles and responsibilities that public relations practitioners assume in a variety of settings, ethics, and significant issues and trends that have shaped the practice. Course provides a foundation for more advanced study in the field. Also useful for those planning another communications or managerial career that requires an understanding of public relations concepts and management practices. Understanding public relations is important for the advertising student because advertising and public relations strategies so often work in tandem to serve a client's needs.

*Prerequisites:* Consent of school.

### **J343 Broadcast News**

Techniques of gathering, analyzing, and writing news and features for broadcast. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

*Prerequisites:* J200, J201, J210, consent of school.

### **J344 Photojournalism Reporting**

This is an introductory photojournalism course focusing on the basics of light, camera operation, and the use of chemical and digital darkrooms. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy, and law.

*Prerequisites:* J200, J201, J210, consent of school.

### **J360 Public Relations Writing (a journalism specialties class)**

The class will concentrate on developing public relations/communications tools for a client: press releases, persuasive memoranda, presentations, issue papers or backgrounders, a crisis communications plan and promotional pieces. This is intended to be a hands-on experience for students who want to learn the art of public relations writing. Typically, the class works with a nonprofit group in Bloomington as a class client. Students help develop the kinds of promotional and information pieces the agency needs. Students meet with the organization's director or board chair to (or both) to learn the organization's purpose, goals and public relations needs. Extensive group and individual work.

*Prerequisites:* J200, J201, J321, consent of school.

### **J420 Advertising Concepts and Copywriting**

Intensive practice in producing effective advertising concepts, copy, and design prototypes for newspaper, magazine, direct mail, outdoor, radio, television and converged campaigns. Course is taught by an advertising professional. This is an opportunity to develop portfolio pieces.

*Prerequisites:* J210, J320, and consent of school.



### **J423 Public Opinion**

Behavioral study of nature, operation, molding, and influence of public opinion, with practice in its measurement and evaluation. Discussion of major political, social, economic, and cultural problems.

*Prerequisites:* Consent of school.

### **J429 Public Relations Campaigns**

This is a public relations skills course for those who want to learn more about how to plan, pitch, and implement a public relations campaign. You need to learn a sound, reasoned approach to developing campaign strategies. The methods you learn in this class will be applicable to different clients and causes.

You will work individually and in agency groups to develop a campaign strategy for a specific client. This class will require the use of both your creative and analytical skills as you develop a campaign to meet your client's needs. Throughout the semester you will apply what you know about public relations theory, research, planning, problem solving, writing, design, communications tools, and evaluation techniques to a client's needs. Each agency group will be expected to present a campaign proposal to the client effectively in written and oral forms.

Part of your job as a practitioner will be preparing either yourself or someone else to be a spokesperson for your organization. You will receive training on how prepare a media spokesperson on an issue that is important to your client's cause.

*Prerequisites:* J321, consent of school.

### **J438 Advertising Issues and Research**

Seminar on current developments in advertising as an economic and social force. Examines contemporary issues in the profession. Students will conduct independent and original research projects. Students may conduct focus groups or surveys to address communications issues for a specific client or may write research papers on specific issues facing the advertising industry.

*Prerequisites:* J320, consent of school.

### **J463 Computerized Publication Design I**

This publishing design course incorporates typesetting, electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.

*Prerequisites:* J200, J201, J210, and consent of school

### **J465 Computerized Publication Design II**

This advanced publishing design course builds on Computerized Publication Design I and incorporates advanced work in color, type design, computer illustration, creative problem solving, and an introduction to print production.

*Prerequisites:* J463, consent of school

## Department of Psychology

The Department of Psychology teaches theories and research methods often used by social psychologists who study consumer behavior. Social psychologists study the elements of marketing that are used by industry to develop successful advertising strategies, including theories related to persuasion, message processing, comprehension, attitudes, social influences, and many others. Understanding buyer behavior is one application of social psychology and a key element in developing a strategic plan that includes marketing research and advertising. Students interested in taking upper-level psychology courses, should first complete the prerequisite introductory courses.

Primary contacts: James Brown, Undergraduate Academic Advisor, [jaebrown@indiana.edu](mailto:jaebrown@indiana.edu), or 855-2151; Edward Hirt, Professor, [ehirt@indiana.edu](mailto:ehirt@indiana.edu) or 855-4815; Scott Thompson, Lecturer, [scthomps@indiana.edu](mailto:scthomps@indiana.edu) or 855-65551.

### **P101 Introductory Psychology I**

This course introduces students to the variety of scientific topics studied by psychologists. The course covers the history of psychology, experimental methods, the brain and the nervous system, sensation and perception, learning, memory and language, and thought processes.

*Prerequisites:* None.

### **P102 Introductory Psychology II**

Introductory Psychology I addressed the biological bases of behavior and psychological processes that all healthy people do in similar ways, though at different levels, like sensing, perceiving, learning, remembering, and thinking. Introductory Psychology II now turns to questions about how and why people are different. In Introductory Psychology II students will address the topics of human development, personality, mental disorders and their treatment, and social behavior. What childhood experiences affect how confident a child is in meeting new people? Is personality innate and acquired? When do children develop a sense of morality? Is it accurate to categorize people as introspective or outgoing?

Is it helpful? Why and when are people altruistic? How does culture influence individual differences? What causes schizophrenia: a genetic tendency for schizophrenia, a childhood medical trauma, or a dysfunctional family environment? How should students treat depression: Drugs, psychotherapy, or behavioral modification?

Introductory Psychology II is for you if you are interested in continuing your study in psychology, interested in understanding yourself and others, or are considering a career in some type of helping profession. Introductory Psychology II is also for you if you are interested in enhancing your studies in anthropology, business administration, criminal justice, cultural studies, education, history, humanities, sociology, political science or women's studies (among other fields).

*Prerequisites:* None.

### **P319 Psychology of Personality**

Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements, developmental influences, and problems of integration. An introduction to the psychology of personality. We will consider the major theories in the field as well as research studies within each theory that substantiate or falsify that theory. The major theories to be studied are: the psychodynamic, the biological, trait theories, the humanistic, the behavioral, and social learning. *Prerequisites:* P101 and P102, or P151 and P152, or P106.

### **P320 Social Psychology**

Social psychology is the scientific study of how the thoughts, feelings, and behaviors of individuals are influenced by their social environment and presence of others. This course is designed to provide an overview of some of the topics that social psychologists are concerned with. Our survey will address three broad areas: social perception (to include processes by which we perceive the self, other individuals, and groups); social influence (to include such topics as persuasion, conformity,

compliance, and obedience); and social relations (to include such topics as helping behavior, aggression, discrimination, interpersonal attraction, love, and sex).

*Prerequisites:* P101, P102, or P106.

### **P325 Psychology of Learning**

This course reviews the theories and principles of learning and behavior. The course discussions focus on the basic research designs, concepts, and models of learning associated with animal studies. Discussions of the implications for human learning and behavioral change are included.

*Prerequisites:* None.

### **P327 Psychology of Motivation**

Research and theory concerning the factors that cause and/or direct behavior in human and nonhuman animals. Topics include: basic philosophical issues, the evolutionary and neural bases of motivational processes, and the contributions of learning, emotion, development, cognition, and social factors.

*Prerequisites:* P101 and P102, or P151 and P152, or P106.

## Department of Telecommunications

The Telecommunications Department teaches advertising courses from the industry's perspective. Students learn about real-world issues and can do hands-on projects in advertising. The Telecommunications Department handles I.U.'s involvement in the annual American Advertising Federation's advertising competition. Students who participate in the competition have the opportunity to develop a complete communications campaign for a nationally recognized client.

Primary contacts: Walter Gantz, Professor and Department Chair, gantz@indiana.edu or 855-1621; Jeanne Myers, Undergraduate Advisor, jealmyer@indiana.edu or 856-3075; Lynda Haywood-Smith, Undergraduate Advisor, lyhaywoo@indiana.edu or 855-3828

### **T205 Introduction to Media and Society**

This course seeks to involve students in the study of the mass media as social institutions, particularly their effects on social norms, public opinion, government, and popular tastes. Students will explore the nature of the relationship between certain aspects of media and media industries and the variety of people, processes, and forces that help make up society. Students will leave this class with an understanding of the very complex relationship between media industries and individuals, social forces and processes, and a continuing interest in being a savvy media consumer and a well informed professional.

*Prerequisites:* None.

### **T206 Introduction to Design and Production**

The course objectives are to lay the foundations necessary for understanding and critiquing the production and design techniques used in television and film production. This foundation prepares students for production classes offered in the Department of Telecommunications. The first half of the courses looks at the formal structure of visual story telling, analyzing the structures of narrative and documentary films, sit-coms, dramas, and reality TV and other non-fiction television genres. The

second half of the courses examines how stories get interpreted by the techniques of visual media, looking at the crafts of cinematography, lighting, editing, sound, and set design.

*Prerequisites:* None.

### **T211 Writing for Electronic Media**

T211 is a course designed to allow student to develop/improve/hone the skills of writing for electronic communications. T211 is an introduction to, an overview of, and practical experience in writing for electronic media. It focuses on writing skills, including organization of ideas, expression, grammar, and spelling, as they apply to writing for radio, television, and developing media. The class covers several forms of broadcast writing such as advertising, promotions, news, broadcast campaigns, features, etc. It also considers expository writing as used by persons in the electronic media industries.

*Prerequisites:* None.

### **T284 Introduction to Interactive Media Design**

Interactive Media Design is a practical, introductory course to the world of interactive and digital media design. The focus will be on creating interactive experiences that are both functional and engaging. This will be approached from various points of view: design, usability, technique, and entertainment. Students will discuss not only the specifics on how to make something work, but strategies concerning how to make it work well, while making it easy to understand and fun for your audience. This is a class for beginners and assumes no previous experience or expertise. Students will, however, move at a quick pace. It is absolutely essential that you work hard and stay on top of all the class material if you hope to succeed in this course. Course objectives include: 1) Introduce students to concepts of communication through digital multimedia. 2) Introduce students to the basics of HTML, dynamic HTML, JavaScript, and Cascading Style Sheets. 3) Learn the basics of designing effective interactive communication. 4) Analyze the usability of digital media. 5) Provide a forum for discussion where students can learn from each other through the

process of critiques and reviews.

*Prerequisites:* None.

### **T340 Electronic Media Advertising**

Course Objectives: Students learn to evaluate the different forms of advertising among various electronic media, from both a creative and business perspective.

*Prerequisites:* T207

### **T353 Audio Production**

This course is a hands-on introduction to audio principles and techniques for media production. This includes discussion of audio fundamentals and exercises using analog recording equipment. Microphone types, techniques and applications are discussed. Sound effects and field recording account for a substantial part of all assignments. Analog recording consoles are used in a variety of assignments. Digital equipment and techniques are introduced with a focus on Pro Tools audio software. Assignments include writing, performing, recording and mixing of various audio projects for radio or television. Students are also introduced to techniques for music production in the professional recording studio. Every semester the class produces a fifteen-minute radio drama which is then mixed by each individual student in Pro Tools as the final assignment.

*Prerequisites:* T206, T283, and consent of school.

### **T354 Program Graphics and Animation**

This course provides the technical and creative design principles required to produce television graphics and animations. Practical experience using Adobe Photoshop and After Effects is provided through a series of hands-on activities and projects.

*Prerequisites:* T206, T283, and consent of school.

### **T356 Television Studio Production**

T356 is a hands-on production course focusing on television studio operations, and directing and producing studio television projects. For the operations component, students will become proficient operating the cameras, audio board, lighting equipment, video switcher, character

generator and other studio equipment. Students will also direct individual and team projects. For the directing and producing component, students will

write short scripts, block scenes, and direct individual and team projects.

*Prerequisites:* T206, T283, and consent of instructor.

### **T414 Public Communication Campaigns**

This class is designed to examine how mass media campaigns are planned and executed in order to stimulate social change via influences on knowledge and awareness, attitudes and beliefs, and behavior. These course objectives will be achieved by reviewing the history of public communication campaigns, selected case studies of campaigns, the theoretical foundation for the design and implementation of campaigns, and campaign evaluation strategies. We will examine practical applications of several communication theories, including persuasion theories, social learning theory, compliance techniques, and information processing theories. Campaign topics will be related to health issues, as well as other social actions such as education and politics. By the end of the course, students will be able to evaluate and design effective public communication campaigns.

*Prerequisites:* T205.

### **T441 Advanced Advertising Strategies**

This course is designed to provide a detailed examination of the development, execution, and assessment of advertising campaigns on the electronic and print media. It is designed to offer insights into the process as well as offer an opportunity to integrate the principles acquired.

This course is geared to students who already have been introduced to the theories, principles, and procedures associated with advertising, primarily in the United States. It expands on principles introduced in T340: Electronic Media Advertising, a prerequisite for this course for TC majors. Course content will cover the planning, placement, creative, and evaluation elements in advertising



campaigns. These elements will be examined from the perspectives of the major players in the game: advertisers, ad agencies, and commercial media outlets, including the internet. In addition to offering insights into contemporary theories and practices

associated with advertising strategies, T441 offers the opportunity to apply what students have been learning: Students will be responsible for designing and justifying an entire integrated advertising/communications campaign.

*Prerequisites:* T340.

### **T452 Topical Seminar In Design and Production**

As one of the most popular and versatile applications for creating digital multimedia, Macromedia Flash wears (and has worn) many hats. Flash has always been at the cutting edge of technology for the delivery of compelling animated content. And, as a vector-based medium, Flash is able to deliver the goods at a fraction of the bandwidth required by other animated media. What many people don't realize is that Flash can do much more than simply create bandwidth-efficient vector animation. As the application continues to evolve, its scope broadens more and more. Flash is now one of the most flexible interactive digital media authoring tools available, offering the capabilities to run not only on the Internet and desktop computer platforms, but on game consoles and mobile devices as well. It is truly multimedia.

In this class, students will explore the tools and techniques necessary to bring Flash to non-traditional platforms such as mobile devices, broadcast media, kiosk, consumer devices, gaming consoles, and iTV. In addition, students will explore non-traditional web based manifestations of Flash such as edutainment, educational applications, and digital storytelling. Ultimately, the point of

this course is to empower students to think out of the box when it comes to interactive Macromedia Flash applications, and direct their creative energies to authoring real world products that stretch the boundaries of their talents and the traditional ideas of what Flash is.

*Prerequisites:* Consent of Instructor.

### **T453 Topical Seminar In Industry & Management**

This section of T453 is open only to students who are members of IU's team competing in the year-long

National Student Advertising Competition sponsored by the American Advertising Federation. Over the course of the academic year, students develop a fully integrated communication and marketing campaign for a national client and, at year's end, submit a plans book as well as make an oral presentation to advertising industry professionals who formally judge the work. S/F grading. Students may enroll for up to three credits. Instructor authorization is necessary and will only be given to those who began working on the project in early fall.

*Prerequisites:* Consent of instructor.

### **T471 Applying Theory to Media Design**

This course introduces students to basic theories in cognitive and emotional psychology and focuses on how these theories could be applied to the design of media messages. Students will examine the role of basic media theories as well as cognitive, emotional, and social psychology theories in designing effective messages. Special attention will be given to Interactive and Immersive Mediated Environments.

*Prerequisites:* T205 or consent of instructor.