

**Strategies in Retail Promotion**  
Indiana University, Bloomington  
Spring 2014



**Course:** R309 – Strategies in Retail Promotion  
**Instructor:** Ashley Hasty, PhD, [hastya@indiana.edu](mailto:hastya@indiana.edu)  
**TA:** Lisa Konskier, [lkonskie@indiana.edu](mailto:lkonskie@indiana.edu)  
**Class Meeting:** Tuesdays, 9:30am – 12:30pm  
**Office Hours:** By appointment, please feel free to email me at [hastya@indiana.edu](mailto:hastya@indiana.edu)  
**Office Location:** 244 Memorial Hall East

**Name and Email of Classmates**

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(you fill in)  
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**Textbook:** Silent Selling: Best Practices and Effective strategies in Visual Merchandising, 4<sup>th</sup> Edition  
by Judith Bell and Kate Ternus

**Course Goal**

R309, Strategies in Retail Promotion, is an introductory course that will introduce design elements and principles through the lens of visual display. This course will provide opportunities to explore design as it relates to several different disciplines, including art, museum curation, store layout, and visual display. After completing this course, students will be prepared to take more advanced design courses, critically analyze and evaluate designs and environments, and evaluate the experience and meaning of design.

**Final Assessment**

Each student will complete a final group poster presentation including a floor layout, presentation of merchandise, interior atmospheric elements, fixtures and furnishings, wall elevations, store exterior, store graphics, lighting scheme, store display windows, editorial displays, and mannequins.

**Learning Outcomes and Student Learning**

<p><b>Outcomes (in measurable terms)</b> What must students be able to think and do to successfully complete the final assessment?</p>	<p><b>Student Learning</b> What must students be able to think and do to successfully complete this learning outcome?</p>
<p>1. Apply design elements and principles</p>	<p>A. Recall design elements and principles B. Recognize design elements and principles in various contexts C. Apply creative thinking techniques</p>
<p>2. Apply the Visual Merchandiser's toolbox to real-life situations</p>	<p>A. Design and critique floor layouts B. Choose and critique store fixtures C. Design and critique wall setups D. Choose lighting for a store E. Design store signage F. Choose store mannequins/alternatives</p>
<p>3. Evaluate visual promotion strategies</p>	<p>A. Recognize and verbally explain visual merchandising design as a means of communication B. Analyze meaning in the design of visual display C. Recognize the psychology used in visual merchandising to influence customers to purchase goods and influence human experience</p>
<p>4. Create an original artistic work in the form of a visual display and in adherence to the retail brand</p>	<p>A. Implement technologies which can facilitate the creative design process as it relates to visual merchandising B. Apply design elements and principles C. Implement principles and theory related to design and color D. Implement design thinking and creative solutions</p>

## Course Schedule

Day	Out of Class Activities	In-Class Activities	Outcomes and Student Learning
1/14 Week 1	Topic: Introduction to R309 Read: <ul style="list-style-type: none"> <li>Syllabus</li> </ul> Watch: <ul style="list-style-type: none"> <li>Intro to R309</li> </ul>	<ul style="list-style-type: none"> <li>Group Work Activity</li> <li>Structured Conversation</li> <li>Read letters from former students</li> <li>Scribble Activity</li> </ul>	<ul style="list-style-type: none"> <li>1C</li> </ul>
1/17	Group 1 Setup at Global Gifts Group 2 Setup at My Sister's Closet Group 3 Setup at The Sage Collection Group 4 Setup at O'Child Boutique		<ul style="list-style-type: none"> <li>4B, C, D</li> </ul>
1/21 Week 2	Topic: Introduction to Creativity Read: <ul style="list-style-type: none"> <li>Chapter 1</li> </ul> Watch: <ul style="list-style-type: none"> <li>Intro to Creativity</li> </ul>	<ul style="list-style-type: none"> <li>Field trip to Mathers Museum of World Cultures @ 9:30am</li> <li>Reflection Session</li> <li>In-Class Worksheets</li> </ul>	1A, B, C
1/28 Week 3	Topic: Identifying design "tools" and "rules" in all forms of art. Read: <ul style="list-style-type: none"> <li>Chapter 2</li> </ul> Watch: <ul style="list-style-type: none"> <li>Intro to Design</li> </ul>	<ul style="list-style-type: none"> <li>Tour of IU Art Museum @ 10am</li> <li>Field trip to Grunwald Gallery @ 11:15am</li> <li>In-Class Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>1A, B, C</li> </ul>
1/31	Group 5 Setup at Global Gifts Group 6 Setup at My Sister's Closet Group 7 Setup at The Sage Collection Group 8 Setup at O' Child Boutique		<ul style="list-style-type: none"> <li>4B, C, D</li> </ul>
2/4 Week 4	Topic: Identifying design "tools" and "rules" in nature. Finding inspiration in nature. Read: <ul style="list-style-type: none"> <li>Chapter 9</li> </ul> Watch: <ul style="list-style-type: none"> <li>Lighting</li> </ul>	<ul style="list-style-type: none"> <li>Field trip to Jordan Greenhouse</li> <li>Reflection Session</li> <li>In-Class Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>1A, B, C</li> </ul>
2/11 Week 5	Topic: Photoshop CS6: The Basics	<ul style="list-style-type: none"> <li>IT Training Facility, Wells Library</li> <li>Meet in IC103, West Tower</li> <li><b>3 Hour Training Session!</b></li> </ul>	<ul style="list-style-type: none"> <li>1A, B, C</li> <li>4A</li> </ul>
2/14	Group 2 Setup at Global Gifts Group 3 Setup at My Sister's Closet Group 4 Setup at The Sage Collection Group 1 Setup at O' Child Boutique		<ul style="list-style-type: none"> <li>4B, C, D</li> </ul>
2/18 Week 6	Topic: Layout and Fixtures Read: <ul style="list-style-type: none"> <li>Chapter 4</li> </ul> Watch: <ul style="list-style-type: none"> <li>Layout and Fixtures</li> </ul>	<ul style="list-style-type: none"> <li>College Mall – Meet at 10am</li> </ul>	<ul style="list-style-type: none"> <li>1A, B, C</li> <li>2A, B</li> <li>3A, B, C</li> </ul>

2/25 Week 7	Topic: Signing Read: • Chapter 8 Watch: • Signing	• Field trip to Urban Outfitters and Downtown Area– Meet at 10am	• 1A, B, C • 2A, B • 3A, B, C
2/28	Group 6 Setup at Global Gifts Group 7 Setup at My Sister's Closet Group 8 Setup at The Sage Collection Group 5 Setup at O' Child Boutique		• 4B, C, D
3/4 Week 8	Topic: Wall Setups Read: • Chapter 5 Watch: • Wall Setups	• Field trip to Kohl's – Group A meet at 9:45am; Group B meet at 10:45am • In-Class Worksheet	• 1A, B, C • 2A, B, C • 3A, B, C
3/11 Week 9	Topic: Window Displays Read: • Chapter 12 Watch: • Window Displays	• Field Trip to Target – Meet at 10:30am • In-Class Worksheet	• 1A, B, C • 2A, B, C • 3A, B, C
3/14	Group 3 Setup at Global Gifts Group 4 Setup at My Sister's Closet Group 1 Setup at The Sage Collection Group 2 Setup at O' Child Boutique		• 4B, C, D
3/18	<b>SPRING BREAK</b>	• <b>NO CLASS</b>	
3/25 Week 10	Topic: Illustrator CS6: The Basics	• IT Training Facility, Wells Library • Meet in Instruction Cluster 1, West Tower? • <b>3 Hour Training Session!</b>	• 1C 4A, B, D
4/1 Week 11	Topic: Intro to Final Project	• Studio: In-Class Work Day • Midterm Evaluation	• 1A, B • 2A, B, C, D, E, F • 3A, B, C
4/4	Group 7 Setup at Global Gifts Group 8 Setup at My Sister's Closet Group 5 Setup at The Sage Collection Group 6 Setup at O' Child Boutique		• 4B, C, D
4/8 Week 12	Topic: Final Project	• Studio: In-Class Work Day	• 1A, B • 2A, B, C, D, E, F • 3A, B, C
4/15 Week 13	Topic: Final Project	• Studio: In-Class Work Day	• 1A, B • 2A, B, C, D, E, F • 3A, B, C

4/18	Group 4 Setup at Global Gifts Group 5 Setup at My Sister's Closet Group 1 Setup at The Sage Collection Group 2 Setup at O' Child Boutique		<ul style="list-style-type: none"> <li>• 4B, C, D</li> </ul>
4/22 Week 14	Topic: Final Project	<ul style="list-style-type: none"> <li>• Studio: In-Class Work Day</li> </ul>	<ul style="list-style-type: none"> <li>• 1A, B</li> <li>• 2A, B, C, D, E, F</li> <li>• 3A, B, C</li> </ul>
4/29 Week 15	Topic: Final Project	<ul style="list-style-type: none"> <li>• Studio: In-Class Work Day</li> </ul>	<ul style="list-style-type: none"> <li>• 1A, B</li> <li>• 2A, B, C, D, E, F</li> <li>• 3A, B, C</li> </ul>
5/2	Group 8 Setup at Global Gifts Group 5 Setup at My Sister's Closet Group 6 Setup at The Sage Collection Group 7 Setup at O' Child Boutique		<ul style="list-style-type: none"> <li>• 4B, C, D</li> </ul>
5/6 Week 16	FINALS WEEK		

SAMPLE

## Course Policies

### Grading Scale

A+	100+	C+	77-79.9
A	95-100	C	73-76.9
A-	90-94.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
		F	59.9 or below

### Grading Guidelines

A-F grades will be assigned in accordance with university definitions; plus or minus indicate performance relative to the letter grade definition.

A	achievement outstanding relative to the level necessary to meet course requirements
B	achievement significantly above the level necessary to meet course requirements
C	achievement that meets the basic course requirements
D	achievement worthy of credit even though it does not fully meet the basic course requirements
F	course performance that fails to meet basic course requirements

100%-90% = A+/-	Excellent, inspired, thorough, immaculate
89%-80% = B+/-	Good, resourceful, complete, organized
79%-70% = C+/-	Acceptable, basic, tidy
69%-60% = D+/-	Below par, has some content but unclear, messy
59%-0% = F	Unacceptable, incomplete

### TENTATIVE Course Grading Breakdown

<u>Assignment</u>	<u>Percentage of Grade</u>
Visual Merchandising Project	30
- Global Gifts	
- My Sister's Closet	
- Optiks	
- The Wonderlab	
- Landlocked Music	
Final Project	15
In-Class Participation	35
Reflective Forums	20
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TOTAL	100%

## ASSIGNMENT DESCRIPTIONS

### Visual Merchandising Projects

1. At the beginning of the semester: Sign up in groups to plan and complete store windows for a business in Bloomington
2. **TWO weeks prior** to your implementation date: Make an appointment to visit the store prior to set up *and* make an appointment for the day you execute the window display
3. Before designing and implementing the window, discuss with the store manager the ideas, needs, desires they have for their display
4. **During your window** implementation: Take photos of the process of planning and setting up the window as well as a picture of the final project
  - a. In addition, post these photos on twitter using the hashtag: #IUAMIDR309
  - b. Every window must include a sign indicating this window was designed by students. You can find this sign on OnCourse.
  - c. After your window implementation, watch #IUAMIDR309 and respond to any comments that are tweeted about your window
5. **One week after** your Implementation date: Upload a full image of your visual display and answer the following questions thoroughly using VoiceThread. Feel free to use all of the features available on VoiceThread, including the option to videotape your response, draw on the photo, etc.
  - a. Course-Focused Questions:
    - i. How did our in-class activities (tours, field trips, in-class worksheets, etc.) guide, direct or influence your design decisions at your service site?
    - ii. Explain how your display is appropriate for your service site brand and target market
    - iii. Describe your display in terms of design tools and rules.
  - b. Self-Focused Questions:
    - i. Compare your experience at the service site with your previous experiences such as jobs, working in groups, volunteering in the community, or other class assignments.
    - ii. What personal qualities have you developed through service-learning? In what ways do you anticipate these qualities will help you in the future?

**Grading Rubric for Reflection Assignments**

<b>Categories</b>	<b>Exemplary</b>	<b>Intermediate</b>	<b>Beginning</b>
<b>Self-disclosure</b>	Openly examines personal experiences in the past as they relate to the service-learning. Demonstrates an ability to self-appraise, discussing both progress and frustrations as they relate to the service-learning assignment.	Cautiously examines personal experiences in the past as they relate to the service-learning assignment. Sometimes defensive or one-sided in the analysis.	Little self-disclosure, minimal risk in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.
<b>Window description</b>	In-depth description of window using vocabulary introduced in the book, lectures, and class	Goes into some detail describing the window using vocabulary introduced in the book, lectures, and class	Identifies a general description of the window using some vocabulary introduced in the book, lectures, and class
<b>Connection to class discussions and course objectives</b>	Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to the service-learning assignment.	Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to the service-learning assignment.	Restate some general ideas or issues from the class discussion as they relate to the service-learning assignment.

\*Rubric was adapted from a rubric created by Betsy Albert-Peacock for a Human Diversity course at the University of Minnesota Duluth. (Albert-Peacock, 2014)



## Area Policies

1. Late work is **NOT** accepted; extensions are not granted. Unless otherwise arranged, specific assignments are due at the beginning of class, as scheduled on the course outline. Unfinished work may be submitted for grading; however, credit will be granted for completed portion only.
2. Pop quizzes are possible at any time and may not be made up or taken at alternate time or day.
3. Exams and quizzes are to be taken at scheduled times. There will be no makeup exams or quizzes. Students may not share calculators for quizzes or exams. At the end of the time allotted for the exam, ALL test forms and scantron sheets will be collected regardless of the level of completion. Only answers on scantron sheets will be graded.\*
4. If students have questions or wish to dispute their assignment/project/test grades they should do so within two weeks of grade posting. AMID professors will not inflate student grades by "rounding up" percentage/grade points. Asking a professor to "round up" your grade is unprofessional and unfair to the class as a whole. If you believe that your grade has been calculated incorrectly, it IS professional to ask about it as soon as possible.
5. Students are expected to attend all classes, arriving promptly and staying until class is dismissed.
6. Consistently late arrival, early departure, and frequent absences will adversely affect the "professionalism and participation" portion of your grade.
7. You are responsible for acquiring and mastering all information, handouts, materials, etc., you may have missed because of lateness or absence. These may be obtained from other classmates, not the professor; **YOU** are the only person responsible for obtaining or mastering this material.
8. Unless otherwise specified, class assignments and projects must be completed and submitted by individual students, without collaboration from others.
9. Unless otherwise specified, disks, emails or email attachments will **NOT** be graded. All written assignments must be turned in as hardcopies (paper).
10. Questions should be of a specific nature, not a general review.
11. A student must remain in the classroom during exams. If you must leave for any reason, you must first turn in your exam to be graded.
12. Cell phones, MP3 players, and other electronic devices are **NOT** permitted to be **ON** during classes, unless otherwise indicated by the instructor. (See Electronic Devices Policies)

**\*NOTE:** In the unlikely event that you have an **EXTRAORDINARY CIRCUMSTANCE** (accident with police report, funeral with program, jury duty, or hospital/emergency room stay with visit documents), you must provide the necessary documentation. If necessary, your explanation of the event, along with the documentation, will be reviewed by the Retail Studies/Fashion Design & Culture Group Ad Hoc Review Committee. The explanation and documentation must be submitted in a timely manner, within 2 class periods after your return (which may be several days or weeks after your initial miss). The following are **NOT CONSIDERED EXTRAORDINARY CIRCUMSTANCES:** visits to the Student Health Center, computer or printer failures, family vacations, flight schedule changes, interviews, and apparel mart assignments.

## Professionalism and Participation

1. Attend class regularly, arrive on time, leave only when dismissed
2. Attend class with all materials required, be prepared to listen and work
3. Be well prepared for class, read all required materials, and complete all necessary preparation
4. Be attentive in class, take notes, contribute to discussion and ask intelligent questions
5. Demonstrate professional and respectful interpersonal relationships with peers and instructor:  
ATTITUDE
  1. COUNTS, AND whining is unacceptable
  6. Take responsibility for your actions, and your results

## Electronic Devices

Cell phones, pagers, laser pointers, MP3 players, laptop computers, and other electronic devices should be placed in "airplane mode" or turned off and put away during class or academic-related events, unless otherwise indicated by the instructor. It is the student's responsibility to maintain and upgrade course-related

electronic devices, not the instructor, proctor, or Indiana University. The following are electronic devices and issues commonly addressed in the classroom and studio, however, this is not an inclusive sampling and instructors may expand and modify these extensions of the Electronic Devices policy according to individual courses and educational environments.

### ***Cell Phones***

Cell phones do not have a place in the classroom, studio, or academic-related events, unless otherwise indicated by the instructor. Placing or taking phone calls is not allowed during class and academic related events. Cell phones are not allowed during quizzes, tests, or exams.

### ***Cameras and Images***

Cell phone cameras, digital cameras, film cameras, and other image-capturing devices must be used with extreme caution due to copyright issues and academic dishonesty. The legal implications of securing and distributing images are far-reaching for student, instructor, and Indiana University; therefore, images (still or moving) may not be secured with any type of camera without prior written permission/consent. Written permission/consent must be secured from the instructor if within a classroom and studio context. Written permission/consent must also be secured from anyone to be photographed and/or whose creative work is to be photographed, inside and outside the classroom and studio context. Any and all types of distribution of images must have additional prior written permission/consent from anyone photographed and/or whose creative work is photographed, inside and outside the classroom and studio context. Failure to secure any and all of the above mentioned written permission/consents prior to capturing and/or distributing an image is a violation of the Electronic Devices policy and is dealt with accordingly, and may have also have legal consequences. Even with prior written permission/consent, the instructor, proctor, and Indiana University are not responsible for the results of securing and distributing images.

### ***Laptop Computers***

Students in Interior Design and Fashion Design are required to have a laptop computer (for specific details see: <http://www.indiana.edu/~amid/laptop.html>). The use of laptops within classroom and studio is at the discretion of the instructor(s). Each student is responsible for the maintenance and upgrade of his/her laptop, not the instructor, proctor, or Indiana University. Laptop misuse (cheating, checking email, etc.) is not tolerated and is dealt with according to the Electronic Devices policies.

### ***Infractions and Consequences***

The use of an electronic device not authorized by the instructor during an exam is considered cheating and will be dealt with accordingly (see Cheating policy in the Indiana University Academic Handbook, 1997 ed., p. 124). As stated in the Student Code of Ethics, "The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to...cheating...(and) violation of course rules." It is our policy that failure to adhere to the Electronic Devices policy results in a reduction of overall course grade. Repetitive violations of these policies may result in expulsion from class; confiscation of the electronic device; and/or a failing grade for the course.

### ***FERPA***

The University is subject to a federal law called the Family Educational Rights and Privacy Act (also called "FERPA" or the "Buckley Amendment"). FERPA sets privacy standards for student educational records and requires institutions to publish a compliance statement, including a statement of related institutional policies. The University policy (titled "Policy and Procedures on the Disclosure of Student Education Records") is available in the undergraduate catalog, or on line at: <http://dsa.indiana.edu/Code/>. It states that "records can be released—or access given—to third parties (i.e., anyone not a school official) only at the written request of the student."

### ***Harassment***

Indiana University does not tolerate sexual harassment of students or employees and responds to every complaint, providing proper remediation when harassment is determined. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: "... Individuals who believe that they have been sexually harassed should notify either their supervisor, an academic or student services dean or official, and/or the campus affirmative action officer." (Indiana University Academic Handbook, 2006 ed., p.166)

### **Disabilities**

Students with special needs related to a disability that may affect performance in this course must notify the instructor after class, during office hours, or by individual appointment. This must be followed by the student's declaration in writing to the professor. Students must establish eligibility for disability support services through the Office of Disability Services for Students in 006 Franklin Hall, 855-7578 before meeting with the professor.

Professors will consult with the Office of Disability Services for Students after receiving written declaration from the student. This written student declaration will be compared with the Office of Disability Services for Students documentation and followed by the Office of Disability Services approval. It is our expectation as a department that this process should be executed in the first several weeks of class. A failure to document eligibility in the first several weeks would hinder technical support from the department. Faculty must have a minimum of 16 days advance notice prior to scheduling an exam or quiz with additional needs.

### **Religious Observance**

Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day (as listed by the Office for Academic Affairs and the Dean of Faculties in the semester planner) because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the work that was missed, provided that the makeup work does not create an unreasonable burden upon Indiana University. (Indiana University Academic Handbook, 2006 ed., p. 165). The student should inform the instructor by the second week of class.

### **Incompletes**

The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work (Indiana University Academic Handbook, 2006 ed., p. 171).

### **Academic Dishonesty and Cheating**

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but, in addition to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. The student also should do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of class (Indiana University Academic Handbook, 2006 ed., p. 175).

### **Plagiarism**

Honesty requires that any ideas or material taken from another source for written, visual, or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, images, sentences or paragraphs to entire articles copied from books, periodicals, speeches, or the writings and creations of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another course is guilty of plagiarism (Indiana University Academic Handbook, 2006 ed., p. 175).

**Departmental Addition:** A proctor assisting or replacing the Professor during exams is acting on the Professor's behalf and is empowered to enforce all course policies.

**University-Sanctioned Curricular and Extracurricular Activities**

There are university-sanctioned curricular and extracurricular activities for which students are allowed reasonable opportunity to submit missed work or have equivalent arrangements made. "Responsibility will rest with the student to inform the instructor (in writing or email) in advance... at the beginning of the semester or at least two weeks in advance... the student will be responsible for any material missed and for providing all necessary documentation for the excuse... the instructor has the right to evaluate authenticity of the excuse" (IUB Missed Exam/Class Policy for University Approved Curricular and Extracurricular Activities from the Dean of Students Office).

SAMPLE