

Y500 and A 4540 Writing in the Arts and Advanced Marketing

Fall 2023

Class time: Tuesday/Thursday 3:00 – 4:15 pm

SPEA 273

Frank C. Lewis has been an art critic, an editor of both national and international arts publications, an art museum director and curator, a museum educator, and a college and university level educator in art history, museum studies, and arts management. Presently he holds the position of senior lecturer in arts administration at SPEA, Indiana University, Bloomington.

Office hours: Since I am in the building a lot, instead of having set office hours, you should email me, and we can set up a time that is convenient to both of us.

Contact information:

Email: fralewis@iu.edu

Important note: While I welcome email as a means of communication, please be aware that I do not guarantee a response between 4:30 pm thru 8:30 am on weekdays and from 4:30 pm on Friday until 8:30 am the following Monday. Last minute questions regarding assignments or expectations for upcoming classes that fall within these times may not be answered, thus it is important for students to ask email questions regarding assignments during normal business hours.

Course Goal:

Writing in the Arts and Advanced Marketing will encourage students to develop and practice a number of techniques, skills, and styles (voices) in written communication that an arts administrator may wish to develop to ensure effective communication with a variety of audiences and for a number of different purposes. Looking at and creating both internal and external and formal and informal documents the class will seek to understand how to organize, develop, draft, and improve their written work in relation to telling their arts organizations' story, ranging from a grant report to a social media post.

The purpose of this class is to introduce the student to the wide variety of issues specific to writing in an arts organization he/she will encounter when studying for a degree in Arts Management.

The class will investigate:

A brief survey of the role that written communication has played and continues to play in arts organizations

The distinctions between internal and external documents

Understanding the importance of style (voice) in a variety of different types of written communication

Understanding targeting as it relates to writing style and voice

How to find the story you wish to tell

Writing for social media

. . . and other issues . . .

Course Objectives

This course has the following objectives:

To further students' knowledge of the craft of writing, especially as it applies to writing in service to arts organizations.

To heighten awareness of the importance of style and voice in writing.

To help students develop rigorous analytical and problem solving skills that can be applied to a variety of writing projects – large and small.

To improve an individual's writing which may also enable that individual to become a more effective editor of the writing of others.

It is important to note that an understanding of both the skills and concepts behind effective writing within arts organizations is not simply achieved by amassing and

remembering facts and figures. The information gleaned from classes, readings, observations and research should serve as building blocks for consideration, questioning, synthesis, and both real world and theoretical problem solving. This class will strive to not only provide a body of knowledge but to also help the student develop the necessary skill set to begin the process of effective writing in and for the arts.

There are a number of student responsibilities that will help you succeed in this course, including the following:

- All readings must be completed before the class period in which the reading is due.
- Students are expected to attend all class sessions.
- Students are expected to participate in class discussions. Active participation in this course is required. Ask questions, think critically, challenge our authors, challenge our class discussion, bring in outside sources, start a discussion on CANVAS.
- Probably of most importance: Always ask yourself if you understand why I am asking you to consider a certain idea or concept. Do you understand how a body of knowledge (facts) or skills may make you a better and/or more effective museum administrator/communicator? Do you understand the purpose of a particular exercise? If you do not please raise questions in class so that I may make my intentions in lectures, readings, exercises, and assignments more clear and helpful.

Readings and Materials

There is one required textbook for this course: Marketing for Cultural Organizations by Bonita Kolb, (referred to as "Kolb" in the syllabus). The text is available through the bookstore or should you wish, you may purchase physical copies or Kindle versions through your favorite retailer.

Another helpful text which is recommended though not required is Writing About Art," by Henry M. Sayre.

Additional readings—from journal articles and other sources—are listed in the syllabus below and made available for students on CANVAS, or as indicated otherwise.

Assignments and Assessment

We will approach this material thorough a variety of methods, including outside readings, synchronous class lectures and discussion, online forum discussion written responses, student reports and presentations and a final paper. Students are expected to attend synchronous sessions and be prepared, ready to listen and willing to engage in dialogue. Students who are unable to attend synchronous sessions are expected to watch the class sessions asynchronously and to be sure to use the discussion forum to the greatest degree possible. Assiduous attention to assignments and the ability to engage in synthetic thinking and creative problem solving will ensure that the student has a rewarding and successful class experience.

Assignment Submissions:

All assignments must have your name, the assignment title, and the class included in a heading at the top of the page. Electronic submissions must have your name and class in the tile of the document (i.e. I would submit an assignment: flewis_A450.doc or whatever the extension may be. Failure to fulfill this requirement will result in your grade being lowered by one full letter grade. (This is a small class, so I probably will not be so extreme, but it would still be very helpful to me.

Sample: franklewis/ mediareport3/marketinginthe arts. It would also be helpful but not required if you include whether you are an undergrad or graduate student.

Students will be assessed based on the following:

Attendance and participation 35%

This category includes assiduous attention to class lectures and presentations, the completion of all quizzes, and written short responses (Inquiry Sheets) to readings or class lectures, and active and productive participation in class discussions and the discussion forum.

No matter how successful the rest of your work is – you cannot receive an A or A- for your final grade unless you actively participate in class and/or the discussion forum.

Weekly Media Reports 20% Total of 12

It is very important for arts managers and administrators to have an awareness of developments both in the fields of the various arts and in public policy in general, including a general economic knowledge, and at least, passing familiarity with broad political issues and discussions, and an overall sense of contemporary culture. To these ends students will be asked to submit a link or a reference to any recent (two week window) article they feel may inform their world view as an arts manager/administrator on a once a week basis throughout the term, and briefly explain how the article may inform our consideration of arts and art management. Students may choose any number of popular news/culture sites on the Internet, local newspapers, national newspapers, magazines, etc. You will be responsible for 12 media reports (due dates and times are on Canvas). Occasionally we may use a particularly interesting or relevant article as a springboard for discussion at the beginning of a class. Another purpose of the weekly media reports is to help students develop responsibility in meeting deadlines. Often within the museum world employees will have regular and consistent due dates, which are not flexible. Thus the due date and time of the media report is very important. Late submission will result in no credit for that particular submission.

These media reports will be submitted in the Discussion Forum. You should submit the link and a brief 2 – 5 sentences stating why you thought the article was relevant to the issues we are studying in the class. That submission will count as one of your weekly 2 submissions. Your next submission may respond to a classmates medi report of talk about some other important issues that you have thought about in the calss

Two Exams Total 20%

Two exams: a mid-term scheduled for October 12 (potentially a take-home exam) and a take home final exam due December 12. 10% each, though I may consider the final exam more if you get a higher grade.

Arts Organization Media Shadow 25%

Students will pick an arts organization of their choice (any arts organization, anywhere, any kind) and follow it through social media, press mentions, mailings, event listings, website announcements, etc. At the end of the term students will submit a careful and

detailed report of the institution based on this monitoring. Students should pay particular attention to the effectiveness of the organizations communications in all of its manifestations for the period of this shadowing project. (Details and format for the presentation will appear on Canvas at a later date.)

Due: December 8, 11:59 pm

Assignments

All major in-class presentations will be assigned one week before they are due. Other writing and speaking exercises will be spontaneous and performed in class.

I encourage you to start working on major assignments early, so that you can Zoom an office hour session and get assistance as needed.

All assignments must be turned in on the day in which they are due (time and location will be specified in the assignment section of Canvas). I will accept late assignments, although your grade on an assignment will be reduced by 1 step (B+ becomes a B) for each day it is late.

You will need to submit your final paper in electronic format in CANVAS.

Important Note:

As IU presently records grades using the letter system. I grade all assignments on a twelve-point scale. I can also say that the award of an A+ is a rare occurrence.

I.E. If you see a 9 on a grade report in Canvas it means that you have received a B+ on that particular assignment and/or participation grade.

Final Grading Scale:

12	A+
11	A
10	A-
9	B+
8	B
7	B-

6	C+
5	C
4	C-
3	D+
2	D
1	D-
0	F

I will provide weekly grades – though they may appear a bit later than the week being graded. Should students wish to understand and improve their progress in class and forum participation and quizzes, etc. I am more than happy to schedule a Zoom session to discuss your performance. Discussions of your progress in class must happen in a Zoom meeting.

Note: I reserve the right to modify this schedule with slight tweaks and adjustments depending on students grasp of the material, the vagaries of Covid, and student involvement. Should any major changes affect the delivery of your assignments I will be sure to modify things and deadlines at least a week in advance.

Special needs

I am happy to accommodate any special academic needs. Please let me know by the first week of classes if you have any special needs.

O’Neill School expectations of civility and professional conduct¹

¹ These expectations are excerpted from the O’Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early. O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Additional information for students:

1. Counseling and Psychological Services For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

2. Disability Services for Students For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/disability-services-students/>.

3. Sexual Harassment. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Please familiarize yourself with The O'Neil School of Public and Environmental Affairs and Indiana University's policy on academic honesty and integrity:

<http://www.iu.edu/~code/code/responsibilities/academic/>

Academic Honor Code

Please familiarize yourself with Indiana University's policy on academic honesty and integrity: <http://www.iu.edu/~code/code/responsibilities/academic/>

Lecture Schedule and Assigned Readings:

Note: I reserve the right to modify this schedule with slight tweaks and adjustments depending on students grasp of the material. I may also slightly modify the readings depending on students' responses. Should this be necessary I will be sure to modify the readings at least a week in advance.

All readings not from the required text can be found on CANVAS

Week 1

August 22/24

Review and Introduction to the course

Dissanyake: The Universality of the Arts (On Canvas)

Week 2

August 29/31

Art Organizations and the Social Media Landscape

Kolb: Section 1

Week 3

September 5/7

Art Organizations and the Burden and Responsibilities of Tradition

Kolb: Section 2 and Section 4

Kotler; Chapter 14, Securing the Future of Museums (On Canvas)

Week 4

September 12/15

Everybody Needs a Plan

Kolb: Section 3

Week 5

September 19/21

Who is your Audience?

Kolb: Section 5 and Section 7

Week 6

September 26/28

What do you want to Say? What do they want to hear?

Kolb: Section 8

Week 7

October 3/5

Tone and Voice

Kolb: Section 6

Week 8

October 10/12

Mid-term due October 12

Week 9

October 17/19

Applications

Week 10

October 24/26

Application

Kolb: Section 10

Week 11

October 31/November 2

Application

Lipschultz: Chapter 4, Social Media in Public Relations (On Canvas)

Week 12

November 7/9

Application

Lipschultz: Chapter 5, Social Media in Advertising and Marketing (On Canvas)

Week 13

November 14/16

Application

Social Media and Metrics and Analytics

Thanksgiving Break November 19 - 26

Week 14

November 28/30

November Thanksgiving

Enjoy your break

Week 15

December 5/7

Application

Arts Organization Shadow due December 8

Exam Week

December 11 – 16

Final Exam Due December 12, 11:59 pm

Please familiarize yourself with Indiana University's policy on academic honesty and integrity: <http://www.iu.edu/~code/code/responsibilities/academic/>