The Wharton School, University of Pennsylvania

REVISED COURSE SYLLABUS
(DRAFT: 9/17/2019)

Instructors:
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Office hours: by appointment

Overview
As consumers, we are constantly exposed to advertisements and experience visual messages from product packages in stores, retail displays, and products already owned. In essence, visual marketing collateral is omnipresent and is an essential part of corporate visual identity, strategy, branding, and communication. Some of this falls to creative graphic design, but advertising, design, and marketing can also be significantly enhanced by knowledge of how visual information and its presentation context can be optimized to deliver desirable and advantageous messages and experiences. This course will emphasize how to measure, interpret, and optimize visual marketing.

Goals:
Using lectures, discussions, exercises and a group project, this course will help students understand the underlying processes that influence our visual perception and visual cognition. Students will learn about the theoretical processes and models that influence, attention and visual fluency. They will also be exposed to eye-tracking instruments that help measure eye movement. Finally, we will explore how visual stimuli can influence consumer memory, persuasion, and choice. We will examine practical applications in marketing, advertising, packaging, retail, and design contexts.

Evaluation and Grading:

Class Participation: 10%

- **Regular attendance.** If a student will miss a class s/he should inform us in advance via e-mail, or, in the case of emergency, as soon as possible afterward. Students are responsible for making up work missed during an absence. In grading class participation, absences are marked as "excused" or "unexcused." Unexcused absences will adversely affect a student's course participation grade.

- **Contributions to discussions in the classroom.** Students' class contributions will be judged on the basis of the quality of commentary offered, and its role in facilitating the process of collective learning in the classroom. High-quality classroom contribution requires students to:
  - state clear assumptions
  - support inferences with evidence
  - draw logical conclusions
communicate clearly, concisely, and specifically

Further, effective contributors help others learn by fitting in with the discussion, adding new insights, synthesizing multiple points of view, redirecting a discussion that has hit an impasse, clarifying ambiguities, provoking constructive debate, or encouraging in-class discovery. The benefits of listening cannot be overstated. Class participants share in these responsibilities for learning by avoiding disruptions and distractions, resisting the temptation to elaborate or repeat unnecessarily, respecting others, and speaking with honesty and candor, thus guaranteeing a valuable learning experience for all.

One Individual Out of Class Exercise (due 3/4/2020) 20%
Students will visit an assigned retail store in Philadelphia outside of class. In 1-2 pages double-spaced, address the following:
(1) Using class concepts, describe your perspective on a consumer’s shopping journey to the store
(2) Specifically discuss how one aspect of visual search is optimized in this context
(3) Specifically discuss a visual marketing challenge that is not optimal, and how it might be improved using class concepts
(4) Provide 1 photo (and no more than 1) for each of the above three discussion points that illustrate and support your discussions as addendums (not counted in the 1-2 page maximum).

Two Mid-Term In Class Team Presentations

Visual Analysis Presentation (2/17/2020): 10%
The team will be assigned a static ad to analyze outside of class. In a 5 minute in class presentation, your team should specifically discuss how this example illustrates the following concepts:
  a. Use of visual stimuli to get attention: (e.g., salience, location, movement, color, shape position)
  b. Use of visual stimuli to affect fluency (ease of processing)
  c. Use of semiotic codes and their impact on the advertisement’s strategy
  d. Use of visual stimuli to affect interpretation (what is the marketing take-away?)

Retail A/B Experimental Concept Pitch: (3/30/2020): 10%
The team will visit an assigned retail store in Philadelphia outside of class. In a 5 minute in class presentation, the team will present an A/B experiment concept using class principles that could significantly impact measurable retail ROI (conversion, etc.). Teams should specifically address the following:
  a. Rationale for the experimental design using class concepts
  b. Implementation of the experimental study in the retail environment
  c. Potential outcomes and results
  d. Impact on measurable retail ROI

One Group Analysis Exercise: (data given in class 3/16/2020, analysis due: 3/23/2020) 20%
Your group will be given some eye tracking data output and will be asked to provide a relevant marketing insight and analysis for each different dataset provided. The full instructions for this exercise will be provided alongside the dataset on 3/16/2020.
**Final team project and presentation:** 30%

- Idea Proposals  
  **April 1**
- Office Hour Team Meeting Deadline  
  (meeting held on or before April 6)  
  (each team must schedule a 15-minute meeting to discuss the final presentation plan)
- Final Presentations  
  **April 27 & April 29**

We will work with a marketing company to help them to develop a term project that has a marketing problem objective that can be solved through visual marketing. Groups will need to formulate a visual solution (e.g., a package design, advertisement, retail display, commercial, website) that will solve the problem. Rationale for the solution should be based on concepts discussed in class. An experiment (either an A/B testing or a controlled experiment that can establish causality) should be designed to test the hypotheses used in the presented solution.

Please see the “Schedule of Class Meetings” in this syllabus for the class meetings, session descriptions, and readings.

**Readings:**

There are a number of readings, including primary research articles and popular media, which will be distributed through Canvas or included in a course pack through Study.net. These readings will inform our discussion, but are optional (unless otherwise noted).

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**Course Schedule (1/15/20-4/29/20)**

<table>
<thead>
<tr>
<th>Lecture Date</th>
<th>Topics and ASSIGNMENTS DUE</th>
<th>Recommended Readings</th>
<th>Class Session Title</th>
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</thead>
</table>
| Wednesday, January 15 | • What is visual marketing?  
  • Packaging  
  • Visual assortment  
  • Branding  
  • Retail design  
  • Advertising  
  • Social Media | What is Visual Marketing? (BK)          |                                    |
| Wednesday, January 22 | • What is visual marketing?  
  • Discovery vs. Need-based search  
  • Visual Search Challenges and Developing Tools |                                      | What is Visual Marketing? (ZJ)    |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Monday, January 27</td>
<td>• Vision: An Overview&lt;br&gt;• Using Visual Information</td>
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<td>Shopping Journey (BK)</td>
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<td>Wednesday, January 29</td>
<td>• Shopping revolution: how retailing is changing&lt;br&gt;• Customer perspective vs. product perspective&lt;br&gt;• Principle of customer value&lt;br&gt;• Principle of differential advantage&lt;br&gt;• Different types of retail experiences</td>
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<td>RETAIL PROJECT In-Class Project Overview</td>
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<tr>
<td>Monday, February 3</td>
<td>• Customer Journey&lt;br&gt;• Touchpoints&lt;br&gt;• Understanding customer journey&lt;br&gt;• Top-down/Bottom Up</td>
<td>Chandon, Hutchinson, Bradlow, Young (2009), Does in-store marketing work? Effects of the number and position of shelf facings on brand attention and evaluation at the point of purchase.</td>
<td>Visual Choice and the Shopping Experience (BK)</td>
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<td>Wednesday, February 5</td>
<td>• Stimulus-based: Attention, perceptual fluency, examples from physical stores, search patterns in store, changes in search, consideration sets, choice</td>
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<td>Visual Choice and Shopping Experience (BK)</td>
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<td>Monday, February 10</td>
<td>architecture, pricing strategies • Impacts on store design</td>
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<td>Visual Communication (ZJ)</td>
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<td>Wednesday, February 12</td>
<td>Top down vs Bottom up processing • Gestalt theory &amp; principles • Visual elements • Semiotic codes</td>
<td>Itti &amp; Koch (2001), Computational modelling of visual attention; Pieters &amp; Wedel (2007), Goal control of attention to advertising; Henderson &amp; Hayes (2017), Meaning-based guidance of attention in scenes as revealed by meaning maps</td>
<td>Visual Perception and Attention (ZJ)</td>
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<td>Monday, February 17</td>
<td>Visual Analysis Presentations</td>
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<td>In Class Project Day: Visual Analysis Presentations</td>
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<tr>
<td>Wednesday, February 19</td>
<td>Biological constraints and optimizations • Why does the biology matter for marketing?</td>
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<td>The Eye and the Visual Brain (ZJ)</td>
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<tr>
<td>Monday, February 24</td>
<td>Center of gaze • Representing visual space coordinates • Advantages and disadvantages of visual center and periphery • Types of eye movements and how we use them</td>
<td>Higgins, Leinenger, &amp; Rayner (2014), Eye movements when viewing advertisements</td>
<td>Eye Movements &amp; Consumer Viewing (ZJ)</td>
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<td><strong>Wednesday, February 26</strong></td>
<td>• Eye tracking demonstration</td>
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<td><strong>GUEST SPEAKER Scott Young</strong></td>
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<td><strong>Monday, March 2</strong></td>
<td>• Experiential Learning in the Lab</td>
<td>Lab: Eye tracking, GSR, and Facial Action Coding (ZJ)</td>
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<td><strong>Wednesday, March 4</strong></td>
<td><strong>Individual Retail Analysis Write Up Due</strong></td>
<td>Lab: Eye Tracking (ZJ) <strong>GUEST Speaker: Eriko Pope</strong></td>
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<td><strong>Monday, March 16</strong></td>
<td>• Analysis methods and tools for eye tracking data</td>
<td>Methods and Measures (ZJ) <strong>Eye Tracking Data Provided for Analysis</strong></td>
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<td><strong>Wednesday, March 18</strong></td>
<td>• Choice set</td>
<td>Visual Assortment (BK)</td>
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<tr>
<td><strong>Monday, March 23</strong></td>
<td>• Choice and Reaction Time</td>
<td><strong>Eye Tracking Analysis Due</strong></td>
<td><strong>Measuring Visual Choice (ZJ)</strong></td>
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<td><strong>Wednesday, March 25</strong></td>
<td>• Color in Packaging</td>
<td>New York Times (2018), How Pantone Picked 'Living Coral' as the 2019 'Color of the Year' by Wendy MacNaughton</td>
<td><strong>Packaging &amp; Perceptions (BK)</strong></td>
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<td>• Pantone colors; style and fashion</td>
<td>Deng &amp; Kahn (2009), Is your product on the right side? The “location effect” on</td>
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<td>• Corporate color</td>
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<td>• Shape in packaging</td>
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<td>Monday, March 30</td>
<td><strong>Retail A/B Experiment Presentations</strong>&lt;br&gt;<strong>Final Presentation Idea Due</strong></td>
<td>perceived product heaviness and package evaluations;&lt;br&gt;Kahn &amp; Deng (2009), Effects of Visual Weight Perceptions of Product Locations on Packaging;&lt;br&gt;Sevilla &amp; Kahn (2014), The effect of product shape completeness on size perceptions, preference and consumption;&lt;br&gt;Folkes &amp; Matta (2004), The effect of package shape on consumers’ judgments of product volume: attention as a mental contaminant;&lt;br&gt;Krider, Raghubir &amp; Krishna (2001), Pizzas: pi or square? Psychophysical biases in area comparisons;&lt;br&gt;Veryzer &amp; Hutchinson (1998), The influence of unity and prototypicality on aesthetic responses to new product design.</td>
<td><strong>In-Class Project Day: Retail A/B Experiment Presentations</strong></td>
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<td>Wednesday, 4/1/19</td>
<td>• JND and grabbing attention&lt;br&gt;• Beauty of boundaries&lt;br&gt;• Neatness &amp; disarray&lt;br&gt;• Campbell’s Case Study&lt;br&gt;<strong>Final Presentation Idea Due</strong></td>
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<td><strong>Packaging and Perceptions (BK)</strong></td>
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<td>Monday, April 6</td>
<td>• What is color?&lt;br&gt;• Why is color vision useful?</td>
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<td><strong>Color (ZJ)</strong></td>
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| Wednesday, April 8| • Color output precision  
                        • Color statistics of objects  
                        • Color memory  
                        • Final Presentation  
                        • Office Hour  
                        • Discussion  
                        • Deadline                                                                 |                      | Guest speaker: Julie Borenstein |
| Monday, April 13  | • Horizontal Brand Extensions  
                        • Category Brand Extensions  
                        • Vertical Extensions  
                        • Marketing Luxury Branding Below the Radar, HBR; Young et al. (2010), Signaling Status with Luxury Goods: The Role of Brand Prominence | Branding (BK)        |                                     |
| Wednesday, April 15 | • Visuals to Build Brand (Positive vs. Negative Imagery)  
                        • Narrowing vs Broading  
                        • Social Images  
                        • “The Emotion of Form and Touchpoints to Create it: from Built to Love: Creating Products that Captivate Customers,” Boatwright & Cagan | Positive Emotions (BK) |                                     |
| Monday, April 20  |                                                                                             |                      | Guest Speaker: JB Osborne            |
| Wednesday, April 22 | • Visual associative learning and memory  
                        • What makes an image memorable?  
                        • Measuring visual memory  
| Monday, April 27  | TEAM PRESENTATIONS                                                                          |                      | TEAM PRESENTATIONS                   |
Academic Integrity

Please re-familiarize yourself with the students’ guide to Academic Integrity at Penn (http://www.upenn.edu/academicintegrity/index.html) and the Code of Academic Integrity: (http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html).

You may and are encouraged to discuss class topics with other students in the class. However, your individual and group assignments, responses, and contributions to class are to be your own original work and must truthfully represent the time and effort you apply.

Consult with the instructors if you have any questions about academic integrity expectations for this class. If you are unsure whether your work constitutes a violation of the Code of Academic Integrity, it is your responsibility to clarify any ambiguities.

Policies

Use of Electronics: To help promote learning, retention, and engagement with the course, all phones, tablets, computers, and other electronics for all classes must be turned off and put away out of sight during the entire session (unless you are instructed to do otherwise). This policy will be strictly enforced.

Accommodations: The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of Student Disabilities Services (SDS). If you have not yet contacted SDS, and would like to request accommodations or have questions, you can make an appointment by calling SDS 215-573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons 3702 Spruce Street, Suite 300. All services are confidential.