



NEW YORK CITY COLLEGE OF TECHNOLOGY THE CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF BUSINESS

## **BUF 2203-OL17 (64675) Visual Merchandising (Lecture)**

Credits: 3

Start/end Date: 02/02/2022 – 05/24/2022

**Instructor:** Dr. Robert L. Woods

**Class Meeting/Time:** Wednesday 6:00-8:30pm

**Room #:** Online Synchronous

**Office Hours:** One-Half Hour before and after each Class

**Email:** For all class related issues and questions about assignments, exams, grades or schedule clarifications email: [Rwoods@citytech.cuny.edu](mailto:Rwoods@citytech.cuny.edu).

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### **Class Meeting Times:**

*This is an Online synchronous Learning course that is taught via ZOOM. You must be physically present to take this course. This is not an On-site course. There are no on-campus activities required to complete this course.*

Synchronous classes resemble traditional on-campus in-person classes in that students must all be (virtually) present at the same time. Though they are conducted virtually, synchronous classes meet in real-time. Students must, therefore, commit to scheduled class times and sign onto their virtual learning platforms on schedule. During these classes, students will engage with the instructor and each other with online lessons, presentations, breakout rooms, and/or discussions. Active participation is an essential part of the learning process and is required of all enrolled students. A student who, for any reason, engages in non-class related activities during scheduled class times forfeits and loses the benefit of the education being provided.

**Link to ZOOM Visual Merchandising:**

<https://us02web.zoom.us/j/85779040481?pwd=YWNNS3g3Slh2TkswODE2aUd5Nnd6QT09>

*If you feel you need special assistance or accommodations to complete this class, please contact the instructor immediately.*

**If for any emergency you miss an important exam or assignment, an official doctors, or Professional Excuse with contact information, is required. Please note this.**

*This is a fully On-site Learning course that is taught only at the above Class Meeting/Time. There are on-campus activities required to complete this course.*

*If you feel you need special assistance or accommodations to complete this class, please contact the instructor immediately.*

**Please be mindful that the Instructor of this course reserves the right to change, or alter study units, assignments, examination content and/or dates to this Course Syllabus if deemed necessary. Students will receive advanced warning(s) if such alterations are required.**

**Course Description:**

Examines the ways in which visual presentation is used in a variety of settings. Students learn color theory and principles of visual design and apply this knowledge in venues that include department and specialty stores, malls, and restaurants.

**Required Textbook:**

Diamond, Jay. Contemporary Visual Merchandising and Environmental Design. 5<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice-Hall, 2010. *This text is available in hard copy and as an e-text.*

Compliance with Federal Law: For information on the authors, titles, retail prices, ISBN numbers, and other details regarding the text books, please visit the college website at

<http://bookstore.berkeleycollege.edu>

**Additional Requirement:**

Crayons/Paints

Draped fabric pieces in solid colors

Portfolio Book (Lees on 57<sup>th</sup> Street; Pearl Paints in SoHo)

CD

**COURSE DESCRIPTION:**

An exploration of visual merchandising through the consideration of product presentation in the retail environment. Investigates the theoretical and practical use of in-store environments, lighting, special effects, fixtures and product placement as a form of visual communication intended to convey a specific message about the fashion brand and to influence the consumer.

Topics include the creation of specialty and department store displays, the design of visuals for walls and windows, professional presentation techniques, and the effects of color, music and lighting on consumer behavior. Continues the development of student's Retail Marketing e-Portfolios in Open Lab.

**LEARNING OUTCOMES:**

|  |   |
|--|---|
| Analyze the psychological effects that color, harmony, texture, line, composition and lighting have on the consumer. | Class discussion, examinations, and <i>Elements of Design</i> paper |
| Describe the different elements used in design, and then apply the Elements of Design to visual display and styling  | Class discussion, examinations, and <i>Elements of Design</i> paper |

|   |   |
|---|---|
| Use <b>Scamper and Bell methodologies</b> , evaluate various displays in department store, specialty, luxury store, and boutiques for their effectiveness | Class discussion and analyses of visual displays, <i>Samper &amp; Bell Visual Display Paper</i> |
| Write an analytical paper that contrasts contemporary art to a contemporary window display  | <i>Elements of Design</i> paper   |
| Write a Press Release for a contemporary designer using descriptive jargon  | <i>Contemporary Press Release</i>   |
| Write a resume and cover letter for a specific job posting in the fashion industry  | Class discussion and examinations   |
| Extend & develop their Retail Marketing e-Portfolio and use for mock interview  | Course work & Open Lab site, Final assessment of mock interview with eportfolio                 |

### GENERAL EDUCATION LEARNING OUTCOMES

|  |   |
|--|---|
| Recognize how business is effected by social and cultural fashion trends       | Class Discussion, homework <i>Scamper and Bell Visual Display Paper</i> , <i>Designer Press Release</i> |
| Derive meaning from experience, as well as gather information from observation | Homework assignments, <i>Designer Press Release</i> , museum and retail store visual field trips        |
| Understand portfolio development and its appropriate use                       | Home assignments, term papers, resume & cover letter development, and Open Lab eportfolio               |

### ASSESSMENT AND GRADING:

Grading and add/drop policies are in accordance with University policies. Students need to submit assignments *on or before the due date*.

Grades are assigned based on total points earned in the course. The total number of points a student earns is divided by the total number of possible points. The total possible points are 700. Three hundred points can be earned through examinations and 400 points through written assignments and projects. A student's score is converted into a percentage and grade will be assigned using the scale listed below.

### GRADING:

|  |  |
|--|--|
|  |  |
|--|--|

|                     |     |
|---------------------|-----|
|                     |     |
| Assignment Two      | 100 |
| Midterm Exam        | 100 |
| Assignment One      | 100 |
| Final Examination   | 100 |
| Assignment Three    | 100 |
| Resume/Cover Letter | 50  |
| E-portfolio         | 100 |
| Final Interview     | 50  |
| TOTAL POINTS        | 700 |

| GRADE | POINTS    | PERCENTAGE |
|-------|-----------|------------|
| A     | 675 plus  | 90- 100%   |
| B+    | 637.5-674 | 85 – 89.9% |
| B     | 600-637   | 80 – 84.9% |
| C+    | 562.5-599 | 75 – 79.9% |
| C     | 525-562   | 70 – 74.9% |
| D     | 450-524   | 60 - 69.9% |
| F     | 0 - 449   | 0 – 59.9%  |



**RECOMMENDED TEXTBOOK:**

*Silent Selling: Best Practices and Effective Strategies in Visual Merchandising: 5<sup>th</sup>. Edition...*, Bell & Ternus, ISBN# 978-1-5013-1549-7

**COURSE POLICIES AND PROCEDURES:**

**This is a writing intensive course.** At least 65% of your assignments and exams will be written. All assignments and exams will be *graded for grammar, spelling, and other components of good writing technique, as well as content.* All written assignments must be computer generated.

### **Guidelines for Written Assignments:**

All papers **MUST** be typed via APA writing format. A page is the equivalent of a 1.5 line-spaced 8.5 x 11-inch paper with one-inch margins using 12- point type. Follow the page length guidelines for each assignment and number each page. All work **MUST** contain the student name(s) and email address(es), the course name and number, the date the assignment is *submitted*, and the name of the assignment.

Effective writing helps clarify ideas and communicate those ideas to others. Be organized, clear, and succinct. Grammar, punctuation, style, and spelling count. Write in college-level American English that is appropriate to the business community.

Papers will be graded on the following criteria:

- Clear and thorough application of direct and database marketing concepts and principles (including material covered in the assigned reading, lectures, and discussions).
- Demonstration of original, logical, strategic thinking including a complete analysis of facts, logical synthesis, and persuasive conclusion/recommendation. Specific examples should support the analysis. Address the specific requirements of the assignment.
- Quality of research (depth, breadth, appropriateness) and proper acknowledgement of references, including complete citations using APA style in-text notes, when appropriate.
- Appropriate language and tone, accurate spelling, correct grammar, appropriate punctuation, and logical organization. You will not receive an A if your writing is awkward, contains grammatical or punctuation errors, or is disorganized.

Written work must be **word processed/typed** on standard size 8 1/2" by 11" paper in black ink in Times New Roman font. **All names must be typed on assignments to be accepted. Please plan accordingly for all your assignment due dates.**

### **PARTICIPATION:**

Your success in this class depends on your willingness to put effort into your work. You are expected to participate in all large and small group activities, exercises and discussions. Participation will help you understand the subject matter and will be considered when determining your final grade. **Participation is 10% of your final grade.** Coming to class is NOT participation.

*Participation involves:*

- **Active Learning.** Taking notes, asking questions and taking responsibility for your own learning.
- **Working with others in group activities:** A chain is only as strong as its weakest link. Don't drag your team down by refusing to get involved.
- **Attending class regularly.** If you aren't here, you can't learn.

### **IN-CLASS LEARNING ASSIGNMENTS AND QUIZZES**

In-class learning assignments are given and completed during class time. These are *unscheduled* but occur frequently. In-class assignments may consist of group activities, short reaction papers and so forth. QUIZZES are in the format of problem-solving questions and given at the start of the class.

Should you arrive late on that day, you risk missing the quiz. **There are no make-ups on quizzes.** Students who miss any quiz for reasons that are recognized by CUNY- CITYTECH (e.g., documented family emergencies, documented illness and the like) need to contact the instructor prior to missing the quiz.

**In a case of an emergency, you may submit your assignment the following day or once a week courses may e-mail your assignment to me prior the start of the class to get full credit. Documentation on Professional Letterhead of the emergency will be expected.** Coming late to class does not constitute an emergency.

**There are no make-up exams or quizzes. Please check your schedules now for possible conflicts (holiday travel etc...)**

#### **Mid-Term & Final Examinations:**

The **Mid-term exam** is generally administered either online or in this classroom. If they are on-line...they are timed exams with a window of usually 75 minutes. You are advised to be in class on time for the taking on-site exams. Exams may contain Multiple Choice Questions, and perhaps Word-Banks, Matching, True/False Questions or Essay questions. The chapters covered in the exams are made clear in advance. **The Final Examination will cover all materials that follow the Mid-Term Examination and will be administered in the classroom. In addition to the above exams, two Case Studies and/or Trend Reports are assigned and orally presented throughout the duration of this course. Additionally, one Discussion and/or assignment may be given at one point during the course.** Please check Blackboard Announcements and the Course Schedule for the date and time of exams.

#### **COURSE POLICIES AND PROCEDURES:**

##### **ASSIGNMENTS:**

Assignments and projects are due at the beginning of class as scheduled. **NO LATE work will be accepted.** Assignments placed under the professor's door or mailbox will *not* be accepted. Written work must be **APA word processed/typed** on standard size 8 1/2" by 11" white paper in Times New Roman 12 font with black ink. **All names must be typed on assignments to be accepted.**

##### **ELECTRONIC DEVICES:**

Many people in our society have not yet learned professional, considerate, behavior regarding electronic devices. Turn off all cellular telephones, beepers, wrist watch alarms, etc. before you enter class. **If your electronic device audibly activates during class, you will be deducted 5 points from your final grade.** If you are expecting a life and death announcement from an

immediate family member— brother/sister/parent/spouse/child — please notify me *before* class of that situation. I will take note if you are observed reading or texting on your phone doing class lectures.

### **Project Grading Criteria**

- 1) *Initiative* - Students must prove resourcefulness in presenting meaningful information in a well-structured package. Students must demonstrate inclusion of supporting information from course materials. Students must show evidence of adequate preparation in the presentation.
- 2) *Thoroughness* - Students must have covered all topic areas. Students should provide adequate coverage within each topic area.
- 3) *Accuracy* - Students must have reached appropriate conclusions from the information they received. Students must have applied course material accurately, reflecting knowledge and understanding of the material.
- 4) *Professionalism and Creativity* – The promotional package and presentation should reflect professionalism in preparation and clarity, and creativity. They should be attractive and eye catching. The promotional package and presentation should show evidence of advanced work and planning.

### **Class Format:**

**This is a fully in-the-physical classroom course supported by Blackboard, an online course management system. The course includes individual problem solving and/or participation/discussions; quizzes, a written research report, and two-full examinations. The course uses the Blackboard Learning Management platform for making information available, communicating, and as a means for you to benefit from peer-to-peer learning. All full exams must be physically taken in class. Quizzes may be administered via Blackboard. *If you need special arrangements in order to successfully take this course please contact me immediately.***

Additionally, the Blackboard site contains the following resources:

- a) **Course Information (Syllabus, Announcements etc.,)**
- b) **Power-point slides**
- c) **Instructor Chapter Notes**
- d) **Select solutions for problems and exercises**
- e) **Peer-peer Student Based Discussion Board**
- f) **Occasional articles and industry referenced websites.**

**TIME COMMITMENT:** Please plan to devote a certain amount of time during each week to completing your assignments, reading the textbook and using the supplemental material occasionally posted on Blackboard. Do not wait until the night before assignments are due to get started. A steady measured commitment throughout the week will enhance the course experience for everyone and better assure you of doing well. If you have questions or concerns, please email me, or make an appointment to see me. You should expect to

spend from 4-5 hours a week on this course outside the classroom: depending on your study habits and prior learning.

**Course Requirements:**

It is essential that you keep up with the course. Each week we will cover a large quantity of material which is interrelated... some of which may, or may not, be included on exams. If you fall behind with the assigned readings, and homework, it will be very difficult to catch up. The best way to learn the concepts of this course is to complete the readings and homework assignments. These assignments will be the basis for in-the-classroom discussion, participation, assignments, exams, and quizzes. In the classroom participation will be monitored in terms of quality, not quantity. You are also required to complete some assignments and projects as part of a team.

You should have access to a compatible computer and software capable of receiving and opening course related documents and programs. Google Chrome and Firefox work well with the learning platform. The on-campus computer labs are available for your use if you do not have sufficient at-home computer technology.

**Disabled Students: If you are eligible please contact me or student services for an eligibility determination and necessary accommodations.**

**Conflict Resolution:** It's rare that a single course design or an instructional style will meet the needs of all the students all the time. If you feel a need to discuss issues you have in, or with the class please exercise professional respect and speak with me first to see if we can negotiate a resolution. Please refrain at all cost from discussing personal issues, including grades on the discussion boards and through "to all" emails.

**PARTICIPATION**

Students are expected to attend each class and participate in class discussions and exercises. Attendance alone is not participation.

**SCHEDULE OF TOPICS**

| WEEK | TOPIC   | ASSIGNMENT  |
|------|---|---|
| 1    | Introduction<br>Overview of Visual Merchandising  | Chapter 1 and 2   |
| 2    | What is Visual Display?<br>Retail Visual Displays Layouts<br>Stopper or Walk – By?<br>Bell's approach & SCAMPER Model | Chapter 2<br>Chapter 4<br>Chapter 5 & Supplement              |
| 3    | Color and Texture<br>Design Elements and Principles<br>Home Fashion Presentation<br>Individual Color Analyses         | Chapter Supplement<br>Color Wheel/color Analyses<br>Chapter 7 |
| 4    | Principles of Design  | Color Projects Due  |



|                           |  |            |
|---------------------------|--|------------|
| 5                         | Light and Lighting   | Chapter 9  |
| 6                         | Retail Display Layouts & Settings<br>Types of Visual Display Windows | Chapter 7  |
| MIDTERM EXAM CHAPTERS 1-7 |  |            |
| 7                         | Grocery and Food Service stores                                      | Chapter 10 |
| 8                         | Nontraditional Retailing   | Chapter 11 |
| 9                         | The Magic of Display Windows   |            |
| 10                        | Mannequins and Mannequin Alternatives                                | Chapter 13 |
| 11                        | Building a Visual Merchandise Department                             | Chapter 14 |
| 12                        | Career Strategies E-Portfolio  | Chapter 15 |
| 13                        | Refining the Portfolio/e-portfolio<br>Cover Letter/Resumes           |            |
| 14                        | ZOOM JOB INTERVIEW   |            |
| 15                        | FINAL EXAMINATION  |            |

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## ASSIGNMENT #ONE

### Color Theory and Visual Merchandising Term Assignments

You will need the Tempera paint and two sized paint brushes for color assignment. Six



containers: yellow, red, blue, black, white, and brown.

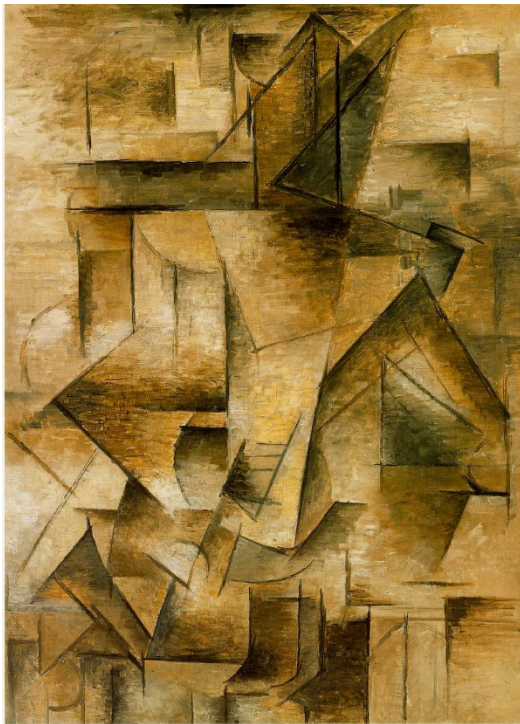
#### Color Theory Assignments One

1. Create an original color wheel. Mix all of the colors by yourself. The 12 colors may be in any shape you wish as long as they cover the primary, secondary and intermediate color groups on the color wheel. It is suggested that you paint the colors in whatever size/design you choose then cut them into whatever interesting shapes you select and mount them on a fresh sheet of paper to make the wheel your “very own” creation. In the past students have used hearts, squares, and circles to create their wheel.
2. Value chart, select a hue and paint a 2 inch by 1 inch swatch, place it at the “purest hue” spot on the chroma/value chart. Complete the chart with tints, tones, and shades of your hue.

This assignment will be graded primarily on neatness, ability to follow directions and ability to match colors.

## **Promotional Project #TWO** **Visual Merchandising BUF 2203**

1. Each student is responsible for their own assignment. Please select and compare a visual display at a Fifth Ave or boutique and take a picture of the display at several angles. Please ask permission first and tell the manager you are a Fashion Marketing & Management student at City Tech analyzing window displays. Selecting a display with most of the design principles discussed in class will add depth to this Promotional Project.
2. Then go to **The Metropolitan Museum of Art**  
**1000 Fifth Avenue**  
**New York, NY**  
**212.535.7710**
3. Compare the two – Write a critique (8 ½x 11), 12” New Roman Times font and discuss the similarities and differences. Look up the Master Piece online (google/print in color with no written text) or buy a Post card (better visual effect) after you visit the museum. Save both & place in visual display portfolio.



The Guitar Player – Picasso, P. (1910) Contentmarketingtoday.com 2008  
State Imports, Inc.

- a. Discuss color of each (include tones, shades and tints, & values). All terms that are inclusive and most descriptive about color.
- b. Discuss texture/ or the appearance of texture (sheen, smooth, rough) describing juxtaposition
- c. Discuss line formations, (vertical, horizontal, diagonal & curved), rhythm within the display, repetition, balance, contrast, proportion, dominance of the composition and all elements of design discuss in class. We made a list of
- d. Discuss how Art influences Life or vice versa in the respective compositions
- e. Discuss how this assignment assisted you with the understanding of both color and texture, a deeper sense of Art and Visual Display.
- f. Compare Art and visual Display.
- g. What did you learn from this assignment? The course?
- h. Define all Element of Design terms first as discussed in class then apply one example per term. Please cite all terms. Use your textbooks and definitions from reliable sources.
- i. Each element of design should begin a new paragraph as it is a separate topic.
- j. Illustration of windows /and or artwork must be printed in color and APA in-text cited and references to avoid plagiarism.

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**ASSIGNMENT #THREE**  
**PRESS RELEASE**  
**VISUAL MERCHANDISING BUF 2203**

1. Pretend that you are working in public relations for a Designer Showroom. You need to write a press release about a upcoming fashion show (will be published in the Vogue, Times, WWD) You are a publicists to one of the five fashion shows shown in class (Ralph, Lauren, BEBE, St. John, Isaac Mizrahi, & or Dolce & Gabanna). You may also choose to watch a fashion show on [www.style.com](http://www.style.com) or [www.firstview.com](http://www.firstview.com). Or, you may choose one shown during class lectures. Your assignment is to write a press Release for the designer .
2. You are to write a PRESS RELEASE for 1 designer show shown in class or seen on-line (It is up to your discretion).
3. In the PRESS RELEASE, You are to include the following:
  - a. Title of your Press Release (Eye-Catching)
  - b. 1-2 page typed single spaced, double space b/w par.
  - c. Follow guidelines given in class. For example, be sure to include:

For more information, please contact:

**Your Name**, contact #

- d. **Catchy quotes** that can be taken out from Press Release
- e. **Pictures** of the Designer's Fashion Show that are worth publicity (Reference pictures/illustrations on back)

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Generic Invitation (To:, Place:, Date:, Time: Designer:, Name of Show)

- f. Historical Information (Add to the Press Kit)
  - g. Bibliographical information (Add to the Press Kit)
  - h. Newsworthy Articles
4. Using the following criteria put together in an artistic way that could be an “actual” PRESS RELEASE
  5. Be proud of your work: Remember it will go into you Retail Portfolio
  6. DUE DATE:

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## **PROJECT/ASSIGNMENT #FOUR**

### **RETAIL MERCHANDISING PORTFOLIO: PREPARING STUDENTS FOR INDUSTRY**

#### **Introduction:**

In order to be competitive for the retail industry, undergraduate students need to be able to effectively communicate their skills and abilities during an initial screening interview. The portfolio, a strategy design students have used to present their skills and talents, offers the opportunity to retail merchandising students to visually communicate their abilities.

My presentation is focused on the retail portfolio to represent a visual presentation of student work reflecting retail-merchandising courses (e.g., fashion promotion, retail buying, and fashion industries). Having a visual presentation of work, increases students’ ability to sell their talents and abilities beyond simply discussing class work.

There are several types of abilities that can be illustrated in a portfolio:

1. *Organization* (arrangement of ideas for projects)
2. *Management* (through documentation of task assignment evidenced through group projects)
3. *Ability to follow directions*  
(demonstrated when documents provide the course assignment criteria and the student work as potential employers can quickly note a student’s ability to follow direction and carry a task through to completion)
4. *creativity* (demonstrated through project details and attention to consistency in presentation)
  - Assignments
  - Brand Assignment
  - Press-Release
  - Resume

#### **Benefits**

- Students bring their best work forward throughout the duration of the course
- students include having a record of the work they have completed as part of their college degree
- potential to use the work as a starting place for future work endeavors (graduate school)

- Students have felt prepared to go through the interview process with their portfolios in hand because it illustrated their abilities
- Served as a starting point for conversations on problem solving and time management

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Note: Writing and Analysis and Ethics assignments are assessed on clarity of thought – 20%, completeness of your analysis process and conclusion 60% and on writing abilities – 20%.

**Avoid turning in simple one phrase, one sentence answers.** Developing effective communication skills is an important objective of this course and these few assignments are the primary way that I have to assess this skill development. **Plagiarized or copied answers get an automatic zero grade. Repeated violations might result in stiffer penalties.** A rubric is provided for your use in doing the final course project and other select writing assignments concluding this syllabus.

**There are no make-up exams or quizzes. Please check your schedules now for possible conflicts (holiday travel etc...)**

**Mid-Term & Final Examinations:**

**Disciplinary & Other Issues:**

**Due Dates:** Must be followed. **Late assignments are not accepted.** Please don't ask.

**Group Assignments:** When required, failure to work in a group will result in an automatic loss of 100% of the points for the group assignment.

**Assignments:** All written submission (HW, or Case Analysis, or Ethics Reports) should Be in good, professional APA form with your full name appearing at the top of each page of work submitted.

**Rules/Laws:** College policies on unethical behavior, absences and other issues apply to this class. Please consult the Official Catalog of CUNY for further information.

**Communication:** All changes and other important announcements will be transmitted by **The instructor in the classroom or via Blackboard announcements feature. Please visit the site regularly. You should get a study buddy to Cover for you if you plan on missing classes.** The instructor will take no responsibility for updating you on missed activities or hand-outs provided during your absence.

Etiquette and Netiquette – **When communicating in the classroom and posting comments in Blackboard you are expected to show respect at all times.** Think twice before putting in print anything you would not say and defend in person. Avoid using offensive or attack language and give others the benefit of doubt if you feel offended. Most of your classmates have good intentions and are here to learn. **If you have a problem or issue with the class or the instructor please refrain** from discussing the issue in the open classroom, on the discussion board or by using group emails. Simple send me an email and **you and I will work to resolve** most issues. As a rule, I ignore group complaints and postings but will always respond to emails and comments individually addressed to me.

Contact me immediately if you feel someone has violated etiquette or netiquette.

#### **BIBLIOGRAPHY:**

- Bell, Judith A. *Silent Selling: Best Practices and Effective Strategies in Visual Merchandising*. New York: Fairchild Publications, 2001.
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- Rosenau, Jeremy A. and David Wilson. *Apparel Merchandising: The Line Starts Here*. New York: Fairchild Publications, 2001.
- Steele, Valerie. *Fifty Years of Fashion: New Look to Now*. New Haven: Yale University Press, 2006.
- Tortora, Phyllis G. *Understanding Textiles*, 6<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2000. Yeager, Jan. *Textiles for Residential and Commercial Interiors*, 2<sup>nd</sup> ed. New York: Fairchild, 2000.

Thank you.  
Dr. Woods