ACTIONS SPEAK LOUDER THAN WORDS:

AN INTROSPECTIVE CAPSTONE EXAMINATION THROUGH THE LENS OF IMMEDIACY

An Internship
presented to the
Faculty of the Communication Department
at Southern Utah University

In Partial Fulfillment
of the Requirement for the Degree

Master of Arts in Professional Communication

by

B. N. Wyeth

Dr. Suzanne Larson, Internship Supervisor

May 2008
The undersigned, appointed by the Dean of Humanities and Social Science, have examined the internship report entitled

**ACTIONS SPEAK LOUDER THAN WORDS:**

**AN INTROSPECTIVE CAPSTONE EXAMINATION THROUGH THE LENS OF IMMEDIACY**

presented by B. N. Wyeth,

a candidate for the degree of Master of Art in Professional Communication,

and hereby certify that, in their opinion, it is worthy of acceptance.

[Signatures]

Dr. Art Challis

Dr. Brian Heuett

Dr. Suzanne Larson, Chair

Dr. Suzanne Larson, Graduate Director
For my wife, Jessica, without whom none of this would have been possible.

Thank you.
Acknowledgements:

**SUU**
Dr. Suzanne Larson, Graduate Coordinator
Dr. Jon Smith, Chair
Dr. Arthur Challis
Dr. Brian Heuett
Dr. L. Paul Husselbee
Dr. Kevin Stein
Sage Platt

**BYU-Idaho**
Dr. Robyn Bergstrom, Dean
Dr. Ron Bennett, Chair
Caryn Esplin
Beth Hendricks
Jeff Hochstrasser
Phyllis Thompson
Abstract

The following is an interpretation and review of B. N. Wyeth’s capstone internship through the lens of immediacy and is done in partial fulfillment for a Master of Arts in Professional Communication from Southern Utah University. Using principles of immediacy as a foundation, Wyeth walks through one semester of his internship as a one-year temporary full-time faculty member in the Communication Department of Brigham Young University- Idaho, in Rexburg, Idaho. The paper includes a brief review of the literature and research pertaining to immediacy, an examination of the circumstances surrounding the internship, an in-depth look at each of the courses taught and a relation of experiences with faculty and students, etc. The following is a descriptive work utilizing the theoretical framework of immediacy.
# TABLE OF CONTENTS

1. APPROVAL PAGE ................................................. i
2. DEDICATION. ..................................................... ii
3. ACKNOWLEDGEMENTS. ......................................... iii
4. ABSTRACT. ....................................................... iv
5. INTRODUCTION ................................................... 1
6. IMMEDIACY: A BRIEF REVIEW .............................. 2
7. THE EXPERIENCE ............................................... 4
8. COURSE DESCRIPTIONS. ....................................... 6
9. ASSESSMENT ...................................................... 16
10. EXPERIENCE WITH STUDENTS .............................. 20
11. EXPERIENCE WITH FACULTY ............................... 22
12. CONCLUSION .................................................. 24
13. REFERENCES .................................................. 25
14. APPENDICES ..................................................... 30
   a. APPENDIX A: VISUAL MEDIA
   b. APPENDIX B: INTRODUCTION TO ADVERTISING
   c. APPENDIX C: ADVERTISING CONCEPT AND COPYWRITING
   d. APPENDIX D: MASS MEDIA RESEARCH
   e. APPENDIX E: COMMUNICATION PRACTICUM- AAF
Actions Speak Louder than Words

An Introspective Capstone Examination through the Lens of Immediacy

Not long after I found out I had been offered a one-year teaching position at Brigham Young University - Idaho, the thrill and elation the good news brought with it was replaced by feelings of misgiving and inadequacy; and rightly so. I was returning to my alma mater as a professor, even if only for a year, at 25 and without a completed masters degree. I felt far beneath my former professors, now my colleagues, in age, education and experience. I was nervous about facing classes full of students, some of whom would be older than me, and who could quite justifiably look at me and say “who are you to be our teacher?” I was anxious about teaching 16 credit hours comprised of five unique courses and I felt uneasy being responsible for helping my students master skills and knowledge sets in which I could only consider myself a novice, especially on less than a month’s notice.

Knowing that I could not compare with my student’s other professors in expertise and know-how, I believed I did have some distinct advantages: I was young and still a student. Using these two factors in my favor, I hoped to gain trust and build rapport with my students. I also knew the way I communicated in the classroom, verbally and nonverbally, would influence their perception of me and the course and would provide the foundation of our relationship. If I wanted to gain my student’s trust and develop a relationship that would aid them in overlooking any weaknesses, be they imagined or real, I needed to engage in some effective immediacy techniques.
Immediacy: A Brief Review

In 1969, Albert Mehrabian outlined an instructional communication concept called immediacy. Witt, Wheeless and Allen (2004) quote his definition of immediacy as “those communication behaviors that enhance closeness to and nonverbal interaction with another.” They clarify further, “people approach what they like and avoid what they don’t like” (p. 185).

Janis Andersen (1979) was the first to take Mehrabian’s idea, expound upon it and apply it to the world of higher education. In the 29 years since her dissertation on immediacy was published, well more than 90 studies have been conducted, making it one of the most researched topics in instructional communication (Smythe & Hess, 2005, p. 170). Pouge and AhYun (2006) agree and add that because student success is one of the primary concerns of educators, research has focused on developing more effective ways in which students and teachers are able to improve communication and immediacy (p. 331).

Comadena, Hunt and Simonds (2007), while citing research done by Teven and McCroskey (1996), reported that “when teachers communicate in ways to suggest they care for students’ well being, students report positive affective evaluations for the course and the instructor and high levels of cognitive learning” (p. 242). Andersen, Andersen and Jensen (1979) added that “for a relationship to begin and to prosper, interactants must engage in behaviors that communicate approach, availability and openness of channels” (p. 153). These immediacy behaviors can be manifested either verbally or nonverbally.
Nonverbal immediacy behaviors, as mentioned by Baringer and McCroskey (2000), could include such activities as good eye contact, friendly and active facial expressions and non-threatening postures and movements (p. 178). Mottet and Richmond (1998) add a variety of verbal immediacy behaviors to the list including the use of personal examples and anecdotes while teaching, speaking of personal experiences that happen outside the classroom, using humor, addressing students by name and asking questions that encourage students to express their own opinions and viewpoints.

Using a combination of these verbal and nonverbal immediacy behaviors facilitates the development of a rapport between students and faculty. Comstock, Rowell and Bowers (1995) elaborate by stating that “researchers have demonstrated repeatedly that students learn most from teachers who are warm, friendly, immediate, approachable, affiliative and fostering of close, professionally appropriate personal relationships” (p. 251). In short, existing research has made it apparent that if a teacher is able to use verbal and nonverbal immediacy behaviors to convey an attitude of friendliness and caring, students usually report liking the class and the instructor and report high levels of learning.

Despite all of the benefits listed above, however, building student/teacher relationships based on principles of immediacy, verbal or nonverbal, can have its drawbacks. Feeley (2002) introduces one such shortcoming using a term called the halo effect:
The halo effect can be thought of as a [student’s] failure to discriminate among conceptually distinct and potentially independent aspects of a [teacher’s] behavior. For example, John Smith may consider Professor Jones his favorite professor in the entire economics department and would evaluate him highly on the numerical form used for teaching evaluations. However, John’s positive evaluation of Dr. Jones, in theory, clouds his ability to scrutinize specific characteristics of the professor (p. 225).

In other words, though immediacy engenders feelings of trust and good will between student and teacher, and students report high levels of learning, it may cloud the students ability to accurately rate and asses a teacher’s performance. However, even with its disadvantages, the use of verbal and nonverbal immediacy behaviors is one of the fastest and most effective ways to develop and nurture positive relationships in the classroom.

The Experience

In this section I will address the various aspects of my internship including the context in which it occurred, limitations, course descriptions and immediacy behaviors used and my experience with the students and faculty. This section will also make references to the appendices found at the end of the document which contain course materials and examples (Appendices A-E).

Context

I was hired as a one-year temporary faculty member in the communication
department of Brigham Young University – Idaho on January 1, 2008, and my contract
will expire on December 31, 2008. This contract does not include an option for renewal
and is officially terminated at its conclusion. If I wish to remain, I must reapply for a
tenure-track position, if any are available, and engage in a more thorough and rigorous
interview and approval process.

Limitations

In order to be officially hired as an instructor at BYU-Idaho, one must pass
through a series of interviews not only with the appropriate faculty and administration
of the university, but also with ecclesiastical authorities in the Church of Jesus Christ of
Latter-day Saints (LDS), who owns the university.

For a variety of reasons, the communication department at BYU-Idaho did not
announce it needed a one-year faculty member until late October. They needed the
new hire to begin on January 1st, leaving a very small window of time for a suitable
person to be found and requiring an accelerated progression through the hiring process.
Consequently, the announcement was made, applicants weeded out, final candidates
chosen, and the job unofficially awarded to me all within a matter of weeks.

After I was nominated for the position by the faculty members of the
Communication Department, my name was submitted to the University Board of
Trustees which consists of the highest ecclesiastical authorities in the LDS church. As is
typical in organizations with a strong hierarchical construct, communication within the
ranks of the LDS church moves more slowly from the bottom up than from the top down
and this portion of the process took more than a month. By the time my name was
approved, it was roughly three weeks before I needed to be in Rexburg.

This delay put the communication department in a tenuous position for scheduling courses for the semester. Because it was unknown whether or not my name would be approved by the board in time for the beginning of the semester, the department was unsure of which classes, if any, would be transferred to me and as such, had to make decisions about my course load and make up, classrooms, which textbooks would be used, etc. without my input.

I did not receive my final course assignments until one week prior to the start of the semester and my name was not assigned to the courses until after the semester had begun. Consequently, many of the students came the first day of class thinking they had signed up for a class from another instructor and found I had been assigned to the class instead. This unexpected change did not help my goal of developing a rapport with my students. Not many things cause distrust faster than unfulfilled expectations and when I showed up instead of the instructor they thought they were getting, a number of students felt taken advantage of. Despite this potentially rocky start, however, the semester did improve. I will discuss my experience with the students in greater detail in a later section.

Course Descriptions

My final course load was 16 credits comprised of five unique courses and was assigned as follows:

Comm. 130: Visual Media- (3 Credits)
Comm. 230: Introduction to Advertising – (3 Credits)

Comm. 330: Advertising Concepting and Copywriting- (3 Credits)

Comm. 337: Mass Media Research – Two sections (3 Credits each)

Comm. 397R: American Advertising Federation - (1 Credit)

In the following section I will look at each of these courses individually with a brief description of the course, goals and objectives of the course, the immediacy tactics used to gain student rapport and, finally, my experience teaching it.

*Communication 130: Visual Media*

This was my favorite course to teach and is essentially a graphic design class designed for communication majors. I took this course while pursuing my bachelor’s degree and can honestly say that it was the single most influential course of my academic career.

In this course, students created a portfolio of projects including a flyer, event ad, digital imaging, photo montage, logo, stationery, and brochure all based on a scenario they could realistically encounter in the work place. For an example portfolio, refer to Appendix A.

In the course, students acquired and applied the principles of design, typography, scanning, digital photography, image sizing, developing appropriate body copy, learning proper file management and achieving basic mastery skills in four software programs: Adobe InDesign, Adobe Photoshop, Adobe Illustrator and Microsoft Word. The overall goal of the course was to provide a valuable skill set and improve students’ versatility to aid them in securing and retaining employment.
This class met in a classroom/computer lab for an hour and a half twice a week and a usual class period consisted of an hour of review, tutorials and practice work and a 1/2 hour of open lab time where students could work on current assignments or projects.

In my eyes, the skills learned in this course are valuable additions to any career, and will often be found useful for school, personal, church or community applications. The course is designed in such a way that anyone who is willing to work hard can be successful, regardless of artistic talent or computer expertise, though it does require a number of hours outside class to practice software and technology skills.

Perhaps it was the open format of the classroom or the reputation the course has within the department but from the very first class, the students were relaxed and eager to learn. This made it extremely easy to incorporate both verbal and nonverbal immediacy behaviors like the use of humor, eye contact, sharing personal anecdotes, learning and then calling the students by their names and asking open-ended questions. This allowed an immediate rapport to be established. This closeness is reflected in student comments like the following,

The thing I enjoyed the most from this class this semester was Brother Wyeth's enthusiasm and friendliness. It really made me want to put as much effort as I could into our projects so I could love the subject just as much as he did. He also created a really friendly environment where we were able to know our peers in the class through our group interaction. I learned a great deal in the class and
want to continue to learn more in that area (comment from an anonymous student course evaluation).

This closeness was essential in creating the safe environment which was present in the class and allowed for open and honest peer evaluations, thus facilitating personal growth in the subject matter on the part of the students.

*Communication 230: Introduction to Advertising*

This course was also extremely enjoyable to teach, largely because I taught a similar course at Southern Utah University. This familiarity with the course material made me less anxious allowing more natural verbal and nonverbal immediacy behaviors to surface in class. By relating my personal experiences from outside of class and encouraging the students to do the same, sharing humorous commercials that we discovered and engaging in numerous group activities, we got to know each other on a more personal level than in any other class. Consequently, we enjoyed a very successful semester and the caliber of their final projects far exceeded my expectations.

There is no question that advertising has a tremendous effect on our lives, influences our choices as consumers and helps drive the economy. As such, I designed this course to allow students to explore the role of advertising in relation to our lives and the global marketplace. To provide context for the course, we began with a history of advertising and examined its economic, social and regulatory aspects and discussed its basic principles and concepts. Understanding of these concepts was measured using the traditional test format. For a sample of an exam, refer to Appendix B. This was
followed by a hands-on experience where students were able to design and implement a creative but fictitious advertising campaign for a client.

The goal of the course was to help students understand the social implications and influences of advertising messages, learn how to create successful advertising messages, communicate clearly in writing and visually, learn the essential principles, concepts, and appropriate terminology of advertising and learn to analyze the values, belief structures and effects of persuasive advertising messages.

The class culminated in a mock-advertising campaign for REI, the Seattle-based outdoor clothing and gear company. As already mentioned, the students excelled in this project. For project specifications and to see a sample of a completed campaign book, refer to Appendix B.

*Communication 330: Advertising Concepting and Copywriting*

Of the five courses I taught, I feel that I experienced the most frustration and disappointment in this course. This was the last course assigned to me and I did not receive the textbook for it until the first day of class. Because I did not have a copy of the textbook, I was unsure about what material we would be covering and was thus unable to prepare and provide a course schedule until the second day of class.

After I was able to go through the text I found, to my complete disappointment, that it was one of the worst textbooks I had encountered. It was simply out of touch with the current world of advertising. Advertising is constantly changing and evolving, especially with the advent of the internet. New media like YouTube, Google, blogger.com and social networking sites like Facebook and MySpace have forever
changed the sphere in which advertising exists and operates. Unfortunately, the
textbook that had been chosen for our class, though published in 2004, was severely
dated and did not include one ad or example published any later than 1999 and a large
majority of the material was based on the world of advertising that existed several
decades ago.

Comments from student course evaluations such as “I felt like I learned a great
deal more in the pre-requisite for this class which was supposedly an intro class” and
 “[we needed] a different textbook--the one we had was outdated and too simple for
this course level” seem to indicate that the students shared my disappointment with the
text.

The terrible choice of textbook and my tardiness in supplying a course schedule
served as a relationship inhibitor with the class that I was never fully able to conquer,
despite my efforts at producing immediacy. Though no amount of humor, group work,
eye contact or any other verbal or nonverbal immediacy behavior was able to eliminate
fully the mild distrust and awkwardness created by the less-than-ideal semester
beginning, it did create an atmosphere that was tolerable. This tolerance, however, did
not produce the same caliber of positive outcomes experienced in other classes. We
simply were unable to make the emotional connection and closeness that I enjoyed in
my other courses. Not surprisingly, the frustration and disappointment I experienced is
also found in the scores and comments of the student evaluations for the course.

Advertising concepting and copywriting are at the heart of the creative process
and they determine the success or failure of advertising campaigns. I designed this
course to teach concepting and copywriting skills that reflected a balance between satisfying the needs of the client, accentuating the positive benefits and advantages of a product (including goods, services and ideas) and trying to cut through the competitive advertising clutter. We focused on learning to write copy for all media types and in a variety of situations.

This course included a review of the fundamental principles of successful copywriting, an examination of past and present advertising, critiquing of a variety of advertising examples, research in the form of gathering essential client and product information for concept development and the organizing and writing of effective copy platforms.

Like Introduction to Advertising, this course also culminated in a mock-advertising campaign but in this case, the client was Audi, the Europe-based luxury and racing car manufacturer. For project specifications and to see a sample of a completed campaign book, refer to Appendix C.

*Communication 337: Mass Media Research*

This course, though enjoyable, was the most difficult to teach. This was the case not only because I had two sections, but also because I do not consider myself an expert in the realm of quantitative research. This class required more preparation and effort on my part than any other course. It also required the most work at creating immediacy. For many students, the subject matter was viewed as boring so I had to work hard to make the course feel relatable and fun. I shared more funny stories and personal anecdotes, worked harder at memorizing student names, was
more contentious of my body-language and posture and did my best to be empathetic toward my students. Perhaps because of the figurative blood, sweat and tears that I put into this class, I feel that it was the most academically challenging and the most rewarding on the immediacy level.

In this course we discussed the development of mass media research during the past several decades and explored various methods used to collect and analyze information. We also studied the development and execution of comprehensive strategic research in the fields of advertising, public relations and journalism. We covered basic statistical procedures, mastered the basic functions of SPSS and learned about successful design and procedures of questionnaires, data collection, field investigation, audience analysis (including focus groups), surveying, and strategy development. The goal of the course was to help students understand basic research methodologies with emphasis on the research process, design and data collection. Understanding of these concepts was measured using the traditional test format. For a sample of an exam, refer to Appendix D.

Like Introduction to Advertising and Advertising Concepting and Copywriting, Mass Media Research culminated in a hands-on final project. In this case, however, the client was real. Through connections in the department, I was introduced to Riverbend Communications. Riverbend owns five radio stations in Southeast Idaho and recently has expanded to include a digital division responsible for the creation of websites and interactive media for the region. For the final project, Riverbend asked our class to research six topics relating to one of their new websites,
eastidahoweddings.com. I divided each class into four research teams with five to six students per team. For project specifications and an example of the final research book that was submitted to the client, refer to Appendix D for this course.

*Communication 397R: American Advertising Federation*

This course was unique in that it is not, in fact, a class. Communication 397R is a required practicum credit for advertising majors and is the BYU-Idaho chapter of the American Advertising Federation. Each year, AAF chapters around the U.S. compete in an advertising campaign competition for an actual client. This is a nationally sponsored event and has included such high-level clients as Yahoo!, Coca-Cola, and others. This year’s client was AIM, an online tool and social media website provided by America Online.

Each university chapter that wishes to participate must develop a creative advertising and marketing campaign and then present it in a regional competition. Winners of the regional events then proceed to the national competition.

The BYU-Idaho chapter belongs to the same region as universities in Oregon, Washington, Montana and, of course, Idaho. It is one of the smallest chapters in the region and is by far the smallest in funding, credits, and time. To illustrate, Portland State University’s AAF chapter receives $18,000 a year in funding and students who participate receive 4 credits and are given 10-15 hours of class time each week to prepare their campaign. The BYU-Idaho chapter receives less than $2,000 a year in funding and the students are given one credit and one hour of class-time a week.

This year’s regional competition was held in Portland, Oregon on April 25 and
26. Our chapter placed 2nd. While this means we will not be proceeding on to the national competition, the students were thrilled to have bested so many other well-known universities with better funding and resources.

Class time was limited to one half hour on Tuesdays and Thursdays, so the course did not focus on trying teaching a specific curriculum, but served instead as a dedicated time for the students to create and design their integrated marketing campaign. Also, because this was a non-traditional course, it did not include a syllabus and I did not provide formal assignments. Instead, the student leadership for the class divided the participants into teams, developed a timeline and a set of expectations for each team and made assignments relative to the completion of the campaign. In other words, it was a student directed and student driven effort to develop a creative and unique campaign for AIM.com. For a copy of the completed AIM.com campaign book that placed second in the Portland regional competition, refer to Appendix E.

The student leadership-driven nature of the course made it difficult for me to find my place in the classroom. The AAF president conducted the class meetings and orchestrated the entire campaign. In many ways, my role was more in the advisor vein than as the teacher. To complicate matters, a large majority of the students in the class had participated in AAF for more than one semester meaning there was already an established relationship among members of the class. Only after several careful and cautious forays into the existing social network did I feel that I could effectively use verbal and nonverbal immediacy behaviors to develop a strong rapport with the students.
Assessment

As I consider what I would do differently if I were able to re-teach these courses, two dominant themes arise. I’ll begin by addressing these two themes and then will proceed into a more specific examination of each course.

First and foremost, I would like to incorporate more time into each course for the final project. BYU-Idaho’s innovative three-track academic calendar has replaced the traditional semester format and now includes three semesters of equal length and course offerings. As such, both fall and winter semesters have been shortened to create a longer summer semester and conclude several weeks earlier than traditional formats. For instance, the 2008 winter semester at BYU-Idaho ended 3 weeks earlier than the same semester at Southern Utah University. This shortening of semesters has obvious implications in the timing of presenting course material: it requires that more material is covered in a shorter amount of time.

This tightening of the schedule makes it difficult to include all of the material needed and still leave sufficient room for students to practice and apply what they have learned through a final project or some other means. In each of the courses I taught, the final project felt slightly rushed because there was simply not enough time in the semester to cover all of the material and still have enough time to adequately complete the project.

However, it was not in my power to change the semester schedule and I was forced to adapt. I carefully scrutinized each course and made cuts, some of them
painful, in the course material. By eliminating the material that was not essential to the course, I was able to free up just enough room in the schedule to squeeze in the completion of a final project.

The second change that I would universally apply to all my courses would be higher expectations on my part and greater accountability on the part of the students. In an effort to build immediacy, I feel I was too easy on my tests and too soft on late work and attendance. To a degree, I let my desire for a good rapport with my students lower the level of responsibility I required from them. I regret this and have made several changes this semester to prevent something similar from happening.

I will now briefly look at specific changes I would make to each course to improve it. For ease of use, I will proceed through each course in the same order they are presented in the appendices.

*Communication 130: Visual Media*

The challenge with this course was to provide sufficient learning and practice time in each of the four design programs we learned, to allow students to feel they had gained at least a limited mastery of them. The breadth and depth of design possibilities and potential with the Adobe Creative Suite is virtually unlimited and it is difficult to condense all of these possibilities into easily managed and easily assimilated sections. In reality, I could spend one full semester on each of the programs and still not cover everything there is to know. However, given the new semester format and its subsequent scheduling issues already mentioned, a thorough review of each program’s
potential was not a luxury we could afford. I condensed and cut where possible and tried to provide projects that would enhance and provide application for the material and functions we were able to cover. This seemed to be successful, though not perfect, and the students left the class sufficiently equipped with a basic knowledge of good design principles and the skills to allow them to create it on their own.

*Communication 230: Introduction to Advertising*

There is not much I would change in this course beyond the two main themes listed above. I feel we were able to accomplish the goals and objectives of the class and feel satisfied with the results. The only thing I would perhaps do differently is incorporate a small section into the curriculum that focuses on how to tell whether advertising is a good career fit and how to prepare and get a job. I think this would be a valuable addition to an introductory course and may help some students decide whether or not advertising is a good fit for them before they proceed on to more advanced courses.

*Communication 330: Advertising Concepting and Copywriting*

As mentioned in an earlier section, the major change that I would make in this course would be a different textbook. I believe this would eliminate a large majority of the problems I faced in this class and provide a more solid and appropriate foundation for the course. Not every problem, however, can be blamed on the textbook. In light of this, I would also make several changes in the structure of the class including allowing
more time for group and class critiques, more heavily emphasizing principles of good design and audience retention and trying harder to provide a realistic context for the lessons being taught.

*Communication 337: Mass Media Research*

My only regret in this course was not providing more opportunities for the students to practice the principles being learned. With the exception of the statistics chapters, I never provided an activity or homework to help reinforce the material. I would lecture on a topic and then move directly on to the next chapter without providing an opportunity for the students to apply and internalize the concepts beyond the course exams.

*Communication 397R: American Advertising Federation*

The only change I would make in this course would be an increased interaction with the association’s chapter leadership. By taking a more active role in the planning process I think I could have helped the group steer clear of several of the pitfalls we encountered. A large majority of the first half of the semester was spent in class deliberations about the “big idea” or main concept of the campaign and haggling over which tagline to use and no solid decision was made until several weeks before the book needed to be completed. Consequently, the students had to rush through the remainder of the campaign and the creation of the book and the quality of the overall product suffered.
I was instructed at the beginning of the course that I was to allow the students to direct the course, even if I thought they were going astray. In other words, my job was to ask guiding questions but let the students cook their own goose if it came down to it. If I were to be involved with this course again, I would make my role a more active one.

Experience with the Students

For reasons mentioned previously, particularly my youth, I was extremely nervous to interact with my students prior to the beginning of the semester. However, though the use of the verbal and nonverbal immediacy building behaviors already mentioned, I was able to create a positive connection with nearly each of my 127 students.

By establishing common ground, namely that we were all young and all students, I was able communicate the sense that I cared for and was concerned with the students and their ability to understand and do well in their classes. This rapport lead to greater trust on the part of the students and we were able to, in most cases, successfully navigate our way through the semester.

The following selection of comments from the student course evaluations illustrates this close relationship. Each of the following quotes comes from a different course and is anonymous as per University policy.
Visual Media

The thing I enjoyed the most from this class this semester was Brother Wyeth's enthusiasm. It really made me want to put as much effort as I could into our projects so I could love the subject just as much as he did. He also created a really friendly environment where we were able to know our peers in the class through our group interaction. I learned a great deal in that class and want to continue to learn more in that area.

Introduction to Advertising

Bro. Wyeth is incredibly enthusiastic about what he teaches. He made me want to learn more about the subject, because he never forced it on me. He made it interesting. He made it fun, and he related well with all of us.

Advertising Concepting and Copywriting

He's younger than most of the rest of our teachers, but I think that gives him an edge. He's learned from the other teachers and he's had some real world experience. He's got a similar perspective that we do and because of that I feel like he can understand the sense-of-humor and viewpoint that we have and how we go about things. Along with that he can also direct us from there. He can take what we're thinking or what we've talked about and give us good things to go forward on. Also I think he's one of the few teachers that constantly gives us feedback as if we were out in the world rather than just a teacher and students
in a classroom. It keeps our goal (of working in the world) closer to our minds and plans.

Mass Media Research

Brother Wyeth was very good at taking what could have been a very boring subject manner and helping students learn to appreciate the importance of the subject. His teaching style is great and he cares about each student and wants them to succeed.

Experience with Faculty

Despite the age gap and the fact that I was a former student of many of my new colleagues, I have felt nothing but supported and encouraged by every member of the communication faculty. On more occasions than I can remember I was approached by a fellow professor who wished me well, offered their support, volunteered resources and spoke encouraging words. There is a strong feeling of kinship among the faculty within the Communication Department at BYU-Idaho and from the moment I arrived I was unquestioningly treated as an equal and a colleague.

To illustrate this supportive environment, I will refer specifically to my experiences with three faculty members: Jeff Hochstrasser, Robyn Bergstrom and Caryn Esplin.

Jeff Hochstrasser has been a member of the BYU-Idaho Communication Department for five years and is the retired owner of Highstreet Advertising, a small-scale regional advertising agency in Puyallup, Washington. His experience in advertising
makes him a useful asset to the department and a majority of his course-load centers around advertising classes. My undergraduate degree was in public relations and other than taking and eventually teaching an Introduction to Advertising course, my experience with the world of advertising has been somewhat limited. Jeff proved to be an invaluable resource for me. He would provide clarification of unfamiliar advertising terms, share class activities and act as a sounding board for my ideas for my classes.

Robyn Bergstrom was recently appointed as Dean of the College of Business and Communication and is one of the Communication Departments most liked and respected professors. On numerous occasions she was willing to bend over backwards to make sure I had the resources I needed to teach my classes well. For instance, the curriculum for my Mass Media Research contained a significant section on basic statistical procedures. The computer program SPSS is the industry-wide standard tool for statistics calculations but was unavailable on the computer in the classroom I was teaching in. After mentioning to Robyn that I thought it would be useful for our students to be exposed the program and develop at least a rudimentary understanding of how to use it, she immediately made the necessary phone calls and SPSS was installed on the computer the next morning. This may not seem like a significant amount of help but it meant that I did not have to teach my students how to calculate the complex equations by hand and I was extremely grateful.

Caryn Esplin began working for the department as an adjunct faculty member and was hired on full-time in 2003. She is freelance graphic designer and photographer and is responsible for the development and implementation of the Visual Media course.
She is also the author of the textbook for the class. This made her an indispensible resource and she and I usually met twice a week to discuss successful methods and tips for teaching Visual Media. Without her help and guidance I would not have been able to have such a successful experience in my Visual Media course.

Though I have specifically mentioned three faculty members, I could have chosen any member of the department and the scenario would have been similar. All were willing and ready to offer their support, time and friendship.

Conclusion

Though I was nervous and intimidated for my first few weeks as a one-year hire at BYU-Idaho, using Mehrabian’s principles of immediacy and through the support of the faculty, I was able to rise above my fears, develop strong relationships with a vast majority of my students and experience a modest amount of success in the classroom. This experience has been one of inestimable value. It has acted as a figurative laboratory where I have been able to test and apply the knowledge and theoretical understanding I received in my graduate course work at Southern Utah University and has been for me, an ideal capstone experience.
References

Textbooks:


Additional Course Resources:


*Sources for Capstone Write-up*


Additional Research Sources


Appendix A
Communication 130: Visual Media
This appendix contains course materials for Communication 130: Visual Media. Within this appendix and each of the following except Appendix E, course materials are presented in the following order: syllabus, sample lecture, exams, sample assignments and samples of student submissions.

Because the course found in Appendix E is a non-traditional course, it does not include a syllabus, sample lecture, exams or sample assignments. It only contains the BYU-Idaho AAF 2008 Campaign Book for AIM, a subsidiary of AOL.
### Objectives
- Students will create a portfolio of projects including a flyer, event ad, digital imaging, photo montage, logo, stationery, and brochure.
- Students will acquire and apply the principles of design, typography, scanning, digital photography, image sizing, body copy, and file management.
- Students will achieve mastery skills in four software programs: Adobe InDesign, Adobe Photoshop, Adobe Illustrator and Microsoft Word.
- Students will improve versatility for securing and retaining employment.
- Students will learn Macintosh and Windows systems, as well as online technology.
- Students will develop visual communication skills to enhance discipleship of the Savior Jesus Christ.

### Materials
- Visual Media Course Manual - 3rd edition by Caryn Esplin (under $30)
- Non-Designers Design Book - 2nd edition by Robin Williams (under $20)
- Itoya Clear Cover Portfolio with 24 sleeves/48 views (under $5)
- Project printing costs ($20 - $40)
- Flash drive, 512 mb or larger ($10 - $20)

### Overview
Students meet in a classroom/computer lab with the instructor for three hours each week. Each class period will most often consist of an hour of review, tutorials and practice work and the last 1/2 hour of each class will be reserved for lab time where students can work on current assignments or projects. Work will be submitted both online and in-class. Please see details on the schedule. The skills learned in this course are valuable additions to any career, and also useful in school, personal, church or community applications. Anyone who is willing to work hard can be successful, regardless of artistic talent or computer expertise, but it takes many hours outside class in the computer lab to practice software and technology skills. Students also learn to use the Macintosh operating system, which is valuable for communication students. Beginning and advanced students alike learn mastery skills and complete projects in four programs: InDesign (page layout), Illustrator (illustration with vector graphics), Photoshop (image editing) and Microsoft Word, a word processor with hidden design features.

### Deadlines
Attendance is vital. I repeat, attendance is vital. Students who miss class must obtain the information from another student. More than five absences may result in course failure. All work must be submitted before the deadlines listed in the schedule. Late work will not be accepted. Projects are due at the beginning of class, and online assignments are due before class on the due date. For a planned absence, work must be completed and turned in before the deadline.

### Mulligan
To help compensate for computer or personal emergencies, students are allowed one mulligan, which allows them to turn in one assignment or project up to two days late without a reduction in points. This mulligan may not be used after March 24. Students need to notify the instructor by email or phone message before the deadline in order to use the mulligan option.
Projects

- 6 Projects: 150 points
  - A: 94-100%
  - C: 74-76.9%
- 1 Portfolio Project: 50 points
  - A-: 90-93.9%
  - C-: 70-73.9%
- 8 Drafts: 80 points
  - B+: 87-89.9%
  - D: 64-66.9%
  - B-: 80-83.9%
  - D-: 60-63.9%
- 10 Assignments: 120 points
  - (3 are quizzes)
  - B: 84-86.9%
  - D: 64-66.9%
  - B-: 80-83.9%
  - D-: 60-63.9%

TOTAL POINTS: 400 points
  - C+: 77-79.9%
  - F: 59.9% or less

Portfolio

Each project is designed with a real-life scenario and objectives. Refer to the instruction guides, evaluation forms, and tutorials in the course manual. Online tutorials are available through the course link in I-Learn. See the Schedule for details.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>POINTS</th>
<th>PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Flyer</td>
<td>20</td>
<td>InDesign</td>
</tr>
<tr>
<td>2. Event Ad</td>
<td>20</td>
<td>Word</td>
</tr>
<tr>
<td>3. Image Editing</td>
<td>20</td>
<td>Photoshop</td>
</tr>
<tr>
<td>4. Montage</td>
<td>20</td>
<td>Photoshop</td>
</tr>
<tr>
<td>5. Logos/Stationery</td>
<td>30</td>
<td>Illustrator</td>
</tr>
<tr>
<td>6. Brochure</td>
<td>40</td>
<td>InDesign, with Photoshop and Illustrator</td>
</tr>
</tbody>
</table>

Portfolio is worth 50 points and is graded in three parts:
- Design and organization: 30 points
- Project corrections: 10 points
- Presentation: 10 points

Drafts

A draft of each project is due at the beginning of the class prior to each project deadline. It must be printed and near completion. Each draft is worth 10 points. Students must attend class and participate in the group critique to receive the draft points. Students should also seek instructor critique during posted office hours.

Assignments

Students will complete hands-on assignments to learn the principles and skills needed to complete the larger projects. Students must attend the scheduled class to receive assignment instructions. Assignments will be started in class and must be submitted online before the beginning of the following class. Please see the schedule for more details and dates. A few of these assignments are group quizzes which are held in class and involve discussion. The quizzes are open-book/open-note, and the lab computers may be used to find answers. Each group will work together to determine answers, but each student may choose a different answer after participating in the group discussion.

Ethics

Students are expected to observe the BYU-Idaho Honor Code. All work must be original. Copyright laws will be strictly observed and violations may result in project or course failure, depending on the seriousness of the violation.

Disabilities

In compliance with applicable disability law, qualified students with a disability may be entitled to “reasonable accommodation.” Students must disclose to the teacher any special need she/he may have before the end of the first week of class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Deadlines &amp; Details</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 10 Thur</td>
<td>VM 1-30</td>
<td>Course Overview • Meet the Mac • Survey • Intros</td>
<td></td>
</tr>
<tr>
<td>2 Jan 15 Tue</td>
<td>DB 11-86</td>
<td>File Management • H-Drive • Design Principles</td>
<td></td>
</tr>
<tr>
<td>3 Jan 17 Thur</td>
<td>DB123-177</td>
<td>A1 Design Principles • Tech Talk • Typography</td>
<td>10</td>
</tr>
<tr>
<td>4 Jan 22 Tue</td>
<td>VM 8-9; 31-39</td>
<td>A2 Typography • Layout • Adobe Tips • InDesign • Links • P1 setup</td>
<td>10</td>
</tr>
<tr>
<td>5 Jan 24 Thur</td>
<td>D1 Flyer Draft (in class group critique) • InDesign review</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6 Jan 29 Tue</td>
<td>VM 10-11; 40-41</td>
<td>P1 Flyer (in class) • Size &amp; Scan • Scanning</td>
<td>20</td>
</tr>
<tr>
<td>7 Jan 31 Thur</td>
<td>VM 43-46</td>
<td>A3 Scanning • P2 Setup /Word • A4 Quiz (in class)</td>
<td>10/10</td>
</tr>
<tr>
<td>8 Feb 5 Tue</td>
<td></td>
<td>D2 Event Ad Draft (in class group critique) • Word Review</td>
<td>10</td>
</tr>
<tr>
<td>9 Feb 7 Thur</td>
<td>VM 88-96; 101-108</td>
<td>A5 Basic 5 Photos • Photoshop tools &amp; basic image editing • P3 setup</td>
<td>10</td>
</tr>
<tr>
<td>10 Feb 12 Tue</td>
<td></td>
<td>D3 Image Editing Draft (in class group critique) • Photoshop</td>
<td>10</td>
</tr>
<tr>
<td>11 Feb 14 Thur</td>
<td>VM 12-13; 48-55</td>
<td>P3 Image Editing (in class) • P4 setup • Montages • Image Sizing</td>
<td>20</td>
</tr>
<tr>
<td>12 Feb 19 Tue</td>
<td>VM 56-60</td>
<td>A6 Image Sizing • Photoshop review</td>
<td>10</td>
</tr>
<tr>
<td>13 Feb 21 Thur</td>
<td>VM 61-62</td>
<td>A7 Quiz (in class) • A8 File Management (in class) • Image Tracing • P5 Setup • Stationery</td>
<td>15</td>
</tr>
<tr>
<td>14 Feb 26 Tue</td>
<td></td>
<td>D4 Montage Draft (in class) • A9 Text Wrap (finish and grade in class)</td>
<td>10</td>
</tr>
<tr>
<td>15 Feb 28 Thur</td>
<td></td>
<td>D5 Logos Draft (in class group critique) • Reshape Tool</td>
<td>10</td>
</tr>
<tr>
<td>16 Mar 4 Tue</td>
<td>VM 16-17; 63-70</td>
<td>P4 Montage (in class) • Logos • Illustrator • File Management</td>
<td>20</td>
</tr>
<tr>
<td>17 Mar 6 Thur</td>
<td>DB 88-96; 101-108</td>
<td>A8 File Management (in class) • Image Tracing • P5 Setup • Stationery</td>
<td>15</td>
</tr>
<tr>
<td>18 Mar 11 Tue</td>
<td></td>
<td>D6 Brochure Draft 1- layout (in class group critique) • Portfolios • P7 Setup</td>
<td>10</td>
</tr>
<tr>
<td>19 Mar 13 Thur</td>
<td>VM 18-19; 39; 71-75</td>
<td>P5 Logos (in class) • P6 setup • Rules Body Copy • A9 Setup New Brochures</td>
<td>30</td>
</tr>
<tr>
<td>20 Mar 18 Tue</td>
<td>VM 39</td>
<td>Newsletters/Folding &amp; Trimming • A9 Text Wrap (finish and grade in class)</td>
<td>10</td>
</tr>
<tr>
<td>Mar 20 Thur</td>
<td></td>
<td>BUSINESS SUMMIT</td>
<td></td>
</tr>
<tr>
<td>21 Mar 25 Tue</td>
<td>VM 20-22; 77-80</td>
<td>D6 Brochure Draft 1- layout (in class group critique) • Portfolios • P7 Setup</td>
<td>10</td>
</tr>
<tr>
<td>22 Mar 27 Thur</td>
<td></td>
<td>D6 Brochure Draft 2 - final proofreading (in class group critique)</td>
<td>10</td>
</tr>
<tr>
<td>23 Apr 1 Tue</td>
<td></td>
<td>P6 BROCHURE (in class) • Portfolio review</td>
<td>40</td>
</tr>
<tr>
<td>24 Apr 3 Thur</td>
<td></td>
<td>D7 Portfolio Draft (in class group critique) • A10 Mastery Skills Quiz</td>
<td>10/20</td>
</tr>
<tr>
<td>25 Apr 8 Tue</td>
<td></td>
<td>P7 PORTFOLIO - Final Presentations</td>
<td>50</td>
</tr>
<tr>
<td>26 Apr 10 Thur</td>
<td>Office - Kirkham 223</td>
<td>Pick up graded portfolio • Check final grade online</td>
<td>400</td>
</tr>
</tbody>
</table>

KEY: A1 = Assignment 1 Deadline • D1 = Draft 1 Deadline • P1 = Project 1 Deadline
DB= Non-Designer's Design Book (Williams) • VM= Visual Media Course Manual (Esplin)
digital cameras

How many of the 11 advantages can you name?

see instant results – then try again!

Actions Speak Louder than Words
Did you know you can send your images to a photo lab right here from your computer, then pick them up in one hour and pay only .19 cents for each 4x6?

OR, did you know you can:

1. Upload your digital images from here in the lab to the Wal-Mart website,
2. Order photos of any size,
3. Pay for them online and have them delivered to a Wal-Mart in your friend’s neighborhood in Massachusetts or Utah, so they can pick them up?
5. Or you can have them mailed directly to someone’s home for only a small shipping free.
The resolution of a digital camera is measured in **Megapixels** (MP - millions of pixels), the *number of dots* that make up a digital image.

If you are camera shopping, look for 4 MP & 3 optical zoom, and name-brand camera companies.

### Maximum Print Size

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Maximum Print Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 MP</td>
<td>email and web only</td>
</tr>
<tr>
<td>2 MP</td>
<td>5x7 to 8 x 10</td>
</tr>
<tr>
<td>3 MP</td>
<td>8x10 to 11x 14</td>
</tr>
<tr>
<td>4 MP</td>
<td>20x30 to 24 x 36</td>
</tr>
<tr>
<td>5 MP+</td>
<td>24 x 36 to murals?</td>
</tr>
</tbody>
</table>

*4 MP+ is nice if you need to crop and enlarge images!"
Capture Resolution
The number of horizontal and vertical pixels used to capture an image. The higher the resolution the higher the detail of the image.

2048 X 1536: High quality: good for 8 X 10 Prints
1600 X 1200: Medium quality: good for 5 X 7
1024 X 768: Poor quality: good for web and emailing

6 types of removable memory for saving digital images

1. Compact Flash: Very durable
2. Smart Media: Flimsy card
3. x-D Picture Card: Newest and smallest
4. MultiMedia (MMC): 2nd smallest
5. Sony Memory Stick:
6. Secure Digital: Encryption technology
optical zoom
Uses the camera’s lens to physically magnify the image without affecting its quality.

digital zoom
Uses a magnifying process which enlarges the image but decreases the quality. The same effect can be achieved in Photoshop, which makes this feature useless.

Top sellers on bizrate.com

Canon PowerShot
$184 (+$13 shipping)
5.0 Megapixels
3 X Optical zoom;
Compact Flash Card
1.8” screen

Nikon Coolpix 3700
$79 (+$10 shipping)
3.2 Megapixels
3 X Optical zoom!
MMC
1.5” screen
For this assignment you need to go take a NEW digital photo! Do not use one you have taken in the past!
STAGE 1: digital photography

Time to get started!

1. **Plan** the shot
2. Reserve the **camera**
3. Go on a **photo shoot**
4. **Download** the images
5. **Save the images to** H drive, and **one other place**.

project 3: image editing

Step 1: Plan the shot

1. **Review** the 3 first photography tips (Acronym p.29)
   - **C-L-A-M-B-R** – Closer – Light – Angle – Action – B&W – Reflections
2. Plan the department and models and location (this will all be listed on eval. form See p.16)
3. Plan how you will **colorize** it!
4. Remember, shoot it so you can crop it **square**!
You will have to crop to a 6 x 6” square

---

Step 2: Reserve the camera

A. Call Media Services 496-2356 (Library 3rd floor)
   1. 2-4 hours max.
   2. Evening use: Reserve before 5 pm; pick up at Video Viewing window.

B. When you pick it up check the bag for:
   1. Memory Stick
   2. Cord to recharge or extra batteries
   3. USB Downloading cord
project 3: image editing

Step 3: Go on a photo shoot

*Remember:
Before you take the shot, think about how you will crop it and color it!

step 4: in-class exercise today!

Exercise 4: Take a photo and download it

Take at least 6 photos
1-2. One wide shot with flash and one without flash
3-4. One macro shot with flash and one without flash
5-6 One shot with Foreground in focus on one side; then take the Same shot with Background in focus on other side

Use Spot focus to control focus. Focus on side object, then hold button halfway & reframe.
step 4: in-class exercise today!

DOWNLOAD YOUR IMAGES

1. Plug the camera in the USB port
2. Wait for I-Photo to open; Import images
3. Show Bro. Wyeth
4. Drag image(s) to desktop, save to folder
5. Drag folder to H-drive and/or flash drive
6. Drag folder to the trash

STAGE 2: Image editing in Photoshop

Edit the image!

1. **Crop** to 6x6 with 150 ppi (not 300!)
2. **Edit** the image as desired
3. Open **new blank doc** 8.5 x11 at 150 ppi (not 300!)
4. **Drag edited image** to blank document
5. **Place ruler guides** and position image with proper margins
6. **Print** on printer labeled “sporicolor”
CONTENTS

1. RESUME
2. BROCHURE
3. MONTAGE
4. LOGOS
5. BUSINESS CARD
6. STATIONARY
7. IMAGE EDITING
8. EVENT AD
9. FLYER
DESCRIPTION: Two folding brochure of snowboarding company Royal Boards.

PROGRAM: Photoshop, Illustrator, and InDesign

DATE: April 1, 2008

COURSE: Visual Media

OBJECTIVES: Set up and align a two-sided, folded document, create original logo, and incorporate images.

COMMENTS: Three original photographs, one image from Getty Images, one scanned scrapbook paper, and three altered snowboard images. Fonts Kings Cross and Times New Yorker from dafonts.com
Actions Speak Louder than Words

Death
Your Fears, Conquer
Face with Courage, Ride

Check us out at RoyalBoards.com

360 off the box.

Ride Cory Hill done

Since Royal Boards started in 2004, the company has grown and become an international success.

Our boards use the latest innovative technology to enhance the boards performance and your experience.

Patrick Soon Ething

Jesse Lynch hilling on

The mountain slopes
Ready to hit the
Mountain slopes

&
LOGO, STATIONARY, & BUSINESS CARD

DESCRIPTION: Yama Lama Wear logo and matching business card and stationary.

PROGRAM: Illustrator

DATE: March 13, 2008

COURSE: Visual Media

OBJECTIVES: Create a variety of logos to fit a company image and design consistent layouts for a business card and stationary.

DESCRIPTION: A blend of five different images to create one image, with an inspirational phrase.

PROGRAM: Photoshop

DATE: March 4, 2008

COURSE: Visual Media

OBJECTIVES: Learn how to manage Photoshop, how to blend images together, to use filters, and apply appropriate typography.

DESCRIPTION: Working for the Department of Music on campus and have to take a digital photograph and colorize it for a promotional ad.

PROGRAM: Photoshop

DATE: February 21, 2008

COURSE: Visual Media

OBJECTIVES: Learn basic photography skills, how to use selection tool, and how to colorize or desaturate a selected portion of the image.

COMMENTS: Original photograph of brother playing the guitar.
EVENT AD

DESCRIPTION: Chamber of Commerce is sponsoring a fundraiser event for the Children's Cancer Foundation. Had to create a poster to advertising the event.

PROGRAM: Word

DATE: February 7, 2008

COURSE: Visual Media

OBJECTIVES: Create a full bleed ad using text boxes and scanned, edited images.

COMMENTS: Images from Jell-O lemon box, a scanned straw and fonts Techno and Lucida Fax.
LEMONADE SALE June 25
Porter Park @ 9 am - 3 pm
All proceeds will be donated to
Children's Cancer Foundation
to fund research and treatment
Come & support kids who BATTLE cancer
There will be food, games & prizes.

Sponsored by the Chamber of Commerce
FLYER

DESCRIPTION: Employer gives you information to put together a eye-catching news flyer in black and white.

PROGRAM: InDesign

DATE: January 29, 2008

COURSE: Visual Media

OBJECTIVES: Apply design principles and use appropriate typography, incorporating basic InDesign skills.

COMMENTS: All images and information given by instructor. Fonts Lucida Bright and Arial.
Zigfield Scholarships
Don't miss out on this scholarship opportunity!

Now for the first time,
Zigfield will help send ten Idaho High School graduates to the college of their choice.

Ten $2,000 scholarships
will be awarded to students in Idaho who best demonstrate exemplary academics, service, and leadership.

We are dedicated to
helping young people achieve their dreams of a college education.

Past projects include:
speech and essay contest, as well as, patriotic and youth leadership programs.

Application deadline: April 1, 2007
Applications and information at www.zigshcolorships.com
High School Seniors may apply.
Appendix B
Communication 230: Introduction to Advertising
Hello. I am your syllabus. Use me. Please.

Class: COMM 230 Section 1 - Introduction to Advertising (Winter 2008)
Time: MWF 3:15-4:15, Spori 265

Instructor: Ben Wyeth
Office: Romney 259
Office: 496-2967
Cell Phone: 801-856-2507
E-Mail: wyethb@byui.edu

Office Hours: Wed. & Fri. 12:30 - 2:30 or by appointment
I'll do my best to make myself available. I put my cell number and my email on the syllabus for a reason. Please don't be afraid to use them if you need to.

Required Text:
Essentials of Contemporary Advertising by William Arens and David Schaefer

Course Description:
Advertising has a tremendous effect on our lives. It influences our choices as consumers and helps drive the economy. This course will explore the role of advertising as a part of marketing communication. The history of advertising will be reviewed along with its economic, social and regulatory aspects. Students have a hands-on experience with creative strategy and the creative process of advertising, utilizing the various media. It is also intended to help you understand advertising from a consumers perspective, which in turn will allow you to “act and not be acted upon.”

CLASS EXPECTATIONS

Honor Code:
Adherence to this policy is a prerequisite to attendance at this University. Likewise, adherence is required for attendance to our class. Please live it.

Attendance: Look, you’re in college now and you shouldn’t need to be told to come to class. I will not be taking formal attendance (with the exception of the first week or two until I get to know everyone’s name). That being said, I will randomly give pop quizzes or take attendance for points. If you are not in class on a day that this happens, you will not receive the points and you will not be able to make them up. Of course, if you happen to miss one of these for a legitimate reason (sickness, marriage, childbirth,
funeral, etc...) and you let me know *beforehand* that you will be missing class, you and I can discuss possible alternatives.

If you are absent on a day that an assignment is due, you are still responsible for turning it in! The only exceptions are in the cases listed above or school approved excused activities and will be dealt with on a case by case basis. I reserve the right to make the final judgment about excused absences.

Be forewarned: Attendance to the Creativity Lab (Creative Day) and the day for the client’s visit (start of the campaign) is mandatory to pass this course.

**Late Work:** *No assignments will be accepted after class time on the day they are due.*
Deadlines, deadlines, deadlines! The advertising field is deadline driven. You might as well learn now that deadlines in the workplace are sacrosanct. Do not expect me to be lenient on this policy. Besides, assignments will often play a vital role in class discussion so it is important that you have them completed and with you on the day they are due.

**Grading:** Grading is standard and based on percentages. Each assignment or test will have a maximum number of points available and you will be given all or a portion of those points based on completion of the assignment **on time** and the quality of the work you turn in.

I have provided a table that breaks down the points available for each assignment and one that reflects the associated points necessary to obtain a specific grade.

**Academic Misconduct:** Any student caught cheating or plagiarizing in any way on exams, projects or other homework will receive an “F” on the assignment and, as per University Policy, may result in a failing grade for the course and/or academic disciplinary action. Remember, when in doubt, cite your source or ask me. Better safe than sorry.

**Sexual Harassment**
Sexual harassment has no place in this class, on this campus or in your life. If you encounter unlawful sexual harassment or gender based discrimination, please contact the Personnel Office at 496-1130.

**Student Support Services**
Students with legitimate medical, psychological, learning or other disability which qualifies them for academic adjustments, accommodations or auxiliary aids should inform me before the end of the first week of classes.

**Caveat:** The dates, points, etc... contained in this syllabus are subject to change. And I guarantee you, they will very likely change. But don't worry; I'll keep you abreast of the changes as they occur.

Also, you need to know that I reserve the right to drop any student from the course for non-performance. This may result from a lack of attendance, missing assignments, lack of effort on the group campaign or a combination of any of these. One warning will be given to you if you fall into this category. If you don't make any changes or adjustments after receiving your warning, I may choose to drop you without further notice. Basically, I just want you guys to be responsible students.
**COURSE GOALS AND OBJECTIVES:**

To help students:

1. Develop testimonies of the restored gospel and in the Savior, Jesus Christ.
2. Understand social implications and influences of advertising messages.
3. Learn how to create successful advertising messages.
4. Learn how to communicate clearly in writing and visually.
5. Learn the essential principles, concepts, and appropriate terminology of advertising.
6. Learn to analyze the values, belief structures and effects of persuasive advertising messages.
7. Learn how to create and develop successful advertising campaigns.

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

1. **Exams:** There will be four tests administered during the semester and each will be worth 100 points. The final test will not be comprehensive. The tests will contain information from chapters in the text, from class notes and from our class discussions.

2. **Class participation** will be necessary for you to do well in this course. We will assign “in class” and take home work assignments throughout the semester for a total of 100 points (including points from attendance, class participation, etc...). These are small assignments but the points will add up quickly. *Don’t be tricked into thinking it won’t matter if you skip one or two of these!*

3. **Lab assignments**
   Although there is no formal lab for this course, class time will be taken to teach and explore the creative aspects of advertising. 5 specific assignments will be given for you demonstrate what you have learned. Each lab assignment is worth 10 points for a total of 50 points possible.

4. **Advertising Campaign**
   This campaign will be a culmination of everything you have learned during the course. It will involve all aspects of an advertising campaign. You will be part of an advertising agency that will be competing for the advertising of a real business if I can find one, or a fictitious or national business if not. Together you and your team members will be involved with acquiring the essential information from the client needed to develop a winning creative strategy and a media plan to effectively execute that strategy. In addition to an oral presentation for the potential client, a complete formal printed version will also be turned in.

   All members of each team will receive the same number of points for the oral presentation and your book (This is a real-life team effort). It is important that each member of the team, however, pulls his/her weight. For this purpose, your teammates will be grading you, based on your efforts with 50 points possible for this portion. There are 400 total possible points for the campaign. Please also be aware that the campaign usually results in a cost to each team member of approximately $15.00 (printing costs, etc).

   More details will be given as the project gets closer. Examples will also be provided showing the type of end product expected from each team.

**Grades, Points and Assignments**

*Exams:* 4x100 points = 400 possible points  
*Participation points* = 100 possible points  
*Lab assignments* = 5 x 10 points = 50 possible points  
*Advertising campaign* = 400 possible points
### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; over</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C-</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>D+</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D-</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>F</td>
<td>50-62.9%</td>
</tr>
<tr>
<td></td>
<td>49.9% and below</td>
</tr>
</tbody>
</table>

### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment/ Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>Chapter 2 continued</td>
<td></td>
</tr>
<tr>
<td>Jan 21</td>
<td>Human Rights Holiday (No Classes, HOORAY!)</td>
<td></td>
</tr>
<tr>
<td>Jan 23</td>
<td>Chapter 5 &amp; Review</td>
<td>Exam #1 opens</td>
</tr>
<tr>
<td>Jan 25</td>
<td><strong>Creative Day</strong></td>
<td>Exam #1 closes</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Jan 30</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Feb 1</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Feb 4</td>
<td>Super bowl Ad review/ Class activity</td>
<td></td>
</tr>
<tr>
<td>Feb 6</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Feb 8</td>
<td>Chapter 9 continued</td>
<td></td>
</tr>
<tr>
<td>Feb 11</td>
<td>Chapter 7 &amp; review</td>
<td></td>
</tr>
<tr>
<td>Feb 12</td>
<td><strong>Tuesday</strong></td>
<td>Exam #2 Opens</td>
</tr>
<tr>
<td>Feb 13</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Feb 15</td>
<td>Class Activity</td>
<td>Exam #2 Closes</td>
</tr>
<tr>
<td>Feb 18</td>
<td>President's Day (No Classes, HOORAY!)</td>
<td></td>
</tr>
<tr>
<td>Feb 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>Chapters 10 and 11</td>
<td></td>
</tr>
<tr>
<td>Feb 25</td>
<td>Chapter 13</td>
<td></td>
</tr>
<tr>
<td>Feb 27</td>
<td>Alternative media discussion &amp; Review</td>
<td></td>
</tr>
<tr>
<td>Feb 28</td>
<td><strong>Thursday</strong></td>
<td>Exam #3 Opens</td>
</tr>
<tr>
<td>Feb 29</td>
<td>In class Assignment</td>
<td></td>
</tr>
<tr>
<td>Mar 3</td>
<td>Chapters 12 &amp; 14</td>
<td></td>
</tr>
<tr>
<td>Mar 4</td>
<td><strong>Tuesday</strong></td>
<td>Exam #3 Closes</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Chapters 15 &amp; 17</td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>Divide into Agencies and discuss Final Project &amp; Review</td>
<td>Exam #4 opens</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Client Meeting</td>
<td>Exam #4 closes</td>
</tr>
<tr>
<td>Mar 12</td>
<td>Past campaigns</td>
<td></td>
</tr>
<tr>
<td>Mar 14</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Mar 17</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Mar 19</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Mar 24</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Mar 26</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Mar 28</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Mar 31</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Apr 2</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Apr 4</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Apr 7</td>
<td>Agencies meet</td>
<td></td>
</tr>
<tr>
<td>Apr 9</td>
<td><strong>FINAL:</strong> Agency Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Actions Speak Louder than Words 67**
GOT MILK?

- Health conscience 90s caused a crisis for the NFMPPB.

- People looked at milk as fatty and unnecessary

- Luckily for them, science was in their favor
  - Most Americans weren’t getting enough calcium
    - After age 11, no age group of women achieved even 75% of the recommended levels of calcium consumption
    - Only 1 out of every 3 adult males were getting enough

- They hired Bozell Worldwide (known for print ads) to create a campaign that would usher in a new era of milk.
Milk Mustaches

- Came up with the “Milk, where’s your mustache” campaign featuring a wide variety of celebrities sporting the “stache.”
  - Initial focus on women- most at risk for osteoporosis
  - This was extremely successful, so they enlarged the focus (and budget) to include men and teenagers

- The results?
  - An initial 17% increase in the belief that milk’s nutritional benefits outweighed it’s fat and calories.
  - Milk received a new image and is now offered in almost every fast-food chain in America as an alternative to soft-drinks.
  - Sales of milk have risen exponentially.
MAGAZINES

- Advantages
  - Flexible design options
  - Prestige
  - Long shelf life

- Disadvantages
  - Expensive (cpr vs. cpm), especially for color ads
  - Clutter
  - Difficult to reach a large audience frequently
    - Most magazines only come out once a month, weekly at best

- Most advertisers use magazines as a supplement to complement other forms of advertising (TV, etc.)

MAGAZINES: SPECIAL POSSIBILITIES

- Creatively, there is a great deal of flexibility in magazine advertising
  - Bleeds
  - Series
  - Inserts
  - Special Paper
  - Gatefolds
  - Position within the magazine
  - Scratch n’ sniffs (including fragrance strips)
  - Etc.

- The other major advantage of magazines:
  - Ability to reach highly segmented markets
MARKET SEGMENTS

- Three over-arching magazine types
  - Farm Publications
  - Business Magazines (trade publications)
  - Consumer Magazines
    - Everything from Better Homes and Gardens to Time to People to Sports Illustrated
- Each magazine represents a unique readership which translates into a unique target audience
- Advertisers may also choose to place their ads geographically instead of demographically
  - Local
  - Regional
  - National
    - Any guesses on who the largest national magazine is?
    - AARP- more than 21 million subscribers

BUYING SPACE

- If an advertiser wants to place an ad in a magazine, they must buy the space the ad will occupy.
- Media rates vary depending on a variety of variables:
  - Location of the ad
    - the front of a magazine is more expensive than the back
    - Top of a page is more expensive than the bottom
    - If the ad is by itself it will cost more than if it is grouped with other ads who help share the cost (like roommates).
  - Circulation Rates
    - An ad that will reach 2,000 costs much less than an ad that reaches 2 million.
- Some Magazines offer discounts for frequency or Volume
BUYING SPACE: EXAMPLE RATES

<table>
<thead>
<tr>
<th>Magazine</th>
<th>Circulation</th>
<th>Cost of ad</th>
<th>CPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better H &amp; G</td>
<td>7,606,820</td>
<td>$ 313,207</td>
<td>$ 41.17</td>
</tr>
<tr>
<td>People</td>
<td>3,603,115</td>
<td>$ 202,682</td>
<td>$ 56.25</td>
</tr>
<tr>
<td>Parents</td>
<td>2,072,867</td>
<td>$ 114,507</td>
<td>$ 55.24</td>
</tr>
<tr>
<td>InStyle</td>
<td>1,652,906</td>
<td>$ 96,223</td>
<td>$ 58.21</td>
</tr>
<tr>
<td>Rolling Stone</td>
<td>1,228,324</td>
<td>$ 108,375</td>
<td>$ 84.12</td>
</tr>
<tr>
<td>Forbes</td>
<td>920,752</td>
<td>$ 86,089</td>
<td>$ 93.50</td>
</tr>
<tr>
<td>GQ</td>
<td>788,851</td>
<td>$ 81,222</td>
<td>$ 102.96</td>
</tr>
<tr>
<td>Bridal Guide</td>
<td>215,796</td>
<td>$ 31,329</td>
<td>$ 145.06</td>
</tr>
</tbody>
</table>

NEWSPAPERS

- Shrinking medium, but not dead yet!
  - More than half of US adults read a daily newspaper and 63% read a Sunday edition
  - More than 55 million newspapers are sold daily and every copy has an average of 2.3 readers: 126 million

- Newspaper advertising $ = more than 44.1 billion

- As newspapers go online, so do the advertising $
NEwspapers, cont

○ Pros
  • Timeliness and frequency
  • Geographic targeting process
  • Reasonable costs

○ Cons
  • Limited selectivity
  • Poor production quality
  • Clutter

○ Rates are determined in the same way as magazines: circulation, location, etc.

Newspapers, cont.

○ Several different types of newspaper ads:
  • Display Advertising (most advertising)
  • Pre-printed Inserts (i.e. grocery ads)
  • Classifieds
  • Public Notices
  • Etc.

○ Most newspaper ads get lost in the clutter.

○ Let’s look at a few innovative ways to get around that.
CHAPTER 10
A few small things

MANAGING COSTS

○ Most advertisers will cut the cost of producing an ad by using “stock” material: material that’s already been created.
  • Music
  • Photos
    ○ Getty images
  • Non-celebrities
  • Etc.

○ Average cost to produce:
  • Print Ad: Depends $25,000 - $200,000
  • Radio Ad: Depends $5,000 – $100,000
  • TV Ad: $372,000 for a 30 second spot
THE PRODUCTION PROCESS

- **Print**
  - Concept
  - Sketches
  - Roughs
  - Comps
  - Approval
  - Final

- **Radio**
  - Concept
  - Draft
  - Rough cut
  - Comp cut
  - Approval
  - Final

- **Television**
  - Concept
  - Draft
  - Story Board
  - Record/Animate
  - Approval
  - Final

- **Digital**: a blend of part or all of the others depending on what the ad does:
  - Image only
  - Sound only
  - Video
  - All three or a combination

ASSIGNMENT # 2: PRINT AD

- 1. Pick a target market
- 2. Design a print ad for your invention using MS Word, the Adobe Creative Suite, etc.
  - Must have at least 3 words, not including the product name
  - Name of product or logo must be somewhere on page
  - Getty images
  - Using MS Word
- 3. Bring a copy with you to class on Friday
- 4. Be prepared to show your ad & explain it briefly

Questions?
Chapter 4 - Segmentation, Targeting and the Marketing mix

1. Which of the following provides a good definition of “Market Segmentation”?
   a. Dividing people into groups based on their street address
   b. Identifying people with unusual characteristics and forcing them to align with the norm.
   c. Identifying groups of people with certain shared needs and characteristics and combining those groups into larger market segments.

2. Which of the following is NOT one of the types of markets we discussed?
   a. Consumer markets
   b. Business markets
   c. Recreation markets

3. Behaviorist segmentation is the process of grouping consumers by purchasing behavior. Consumers are usually split according to 4 variables. Which of the following is NOT one of those variables?
   a. Hair color variables
   b. User-status variables
   c. Usage-rate variables
   d. Purchase-occasion variables

4. Which of the following is NOT characteristic used to define consumers demographically?
   a. Age
   b. Values
   c. Ethnicity
   d. Sex

5. Which of the following is NOT characteristic used to define consumers psychographically?
   a. beliefs
   b. attitudes
   c. personality
   d. Socio-economic status (income level)

Chapter 6 - Market Research

6. Which of the following is NOT one of the 5 steps in the Research Process?
   a. Situation analysis and problem definition
   b. Informal/exploratory research
   c. Construction of research objectives
   d. Abandonment of research objectives
   e. Formal research
   f. Interpretation and reporting of results
7. True or False: Qualitative research provides a good understanding of opinions, attitudes and values of consumers, but does not provide widely generalizeable data.
   a. True
   b. False

8. Which of the following is NOT a form of Qualitative research?
   a. Interviews
   b. Surveys
   c. Focus Groups
   d. Projective tests

9. True or False: Quantitative research doesn’t give much insight into motivations, but does provide relevant data that is easy to analyze statistically and easy to generalize to the public.
   a. True
   b. False

10. Which of the following is NOT a form of Quantitative research?
    a. UPC tracking
    b. Observation Method
    c. Panel or forum discussions
    d. Surveys

Chapter 7- Market Research

11. True or False: A marketing plan and an advertising plan are the same thing.
    a. True
    b. False

12. Which of the following is NOT an element of a marketing strategy?
    a. Getting approval
    b. Selection of a target market
    c. Positioning the product
    d. Determining the marketing mix

13. Which of the following is NOT an element of a SWOT analysis?
    a. Strengths
    b. Weaknesses
    c. Obligations
    d. Threats

14. An advertising strategy usually consists of two parts: A ____________ which defines who the ad is trying to reach, contains the Big Idea and outlines the look and feel of ads, and a ____________ which defines where the ad will be released and through what media
    a. Media Strategy, Creative Strategy
    b. Creative Strategy, Media Strategy
15. Which of the following is NOT a method for allocating advertising funds discussed in class?
   a. Budgetary Increments
   b. Percentage of sales
   c. Share-of-market/Share-of-voice
   d. Objective/Task

Chapter 8 - Creative Strategy and the Creative Process

16. The _________________ dimension, or boom factor, gets our attention and makes us think about an ad.
   a. Relevance
   b. Reasoning
   c. Resonance

17. The _________________ dimension ensures that the ad relates to consumers. It ensures that you produce good advertising, not just good entertainment.
   a. Relevance
   b. Reasoning
   c. Resonance

18. A creative strategy is a simple, written statement of the most important issues to consider while creating an ad. Which of the following is NOT an element of a creative strategy?
   a. The basic problem the ad is trying to address
   b. The objective of the ad (what you are trying to accomplish)
   c. Definition of the Target Audience
   d. Key benefits to communicate (& support for each)
   e. The brand’s personality
   f. Any special requirements
   g. All of the above are elements of a creative strategy

19. In the _________________ role, you collect your raw material you’ll need to start generating ideas that resonate and are relevant: facts, experiences, history, knowledge, feelings, etc.
   a. The Explorer
   b. The Artist
   c. The Judge
   d. The Warrior

20. In the _________________ role, you evaluate the practicality of your big idea and decide whether to implement, modify or discard it.
   a. The Explorer
   b. The Artist
   c. The Judge
   d. The Warrior
21. In the ____________ role, you develop the “big idea” and decide on the creative elements of your ad.
   a. The Explorer
   b. The Artist
   c. The Judge
   d. The Warrior

22. In the ____________ role, you may find yourself having to fight for your idea inside the agency or even with the client.
   a. The Explorer
   b. The Artist
   c. The Judge
   d. The Warrior

**Chapter 9- Creative Execution: Art & Copy**

23. In advertising, ____________ is the structure of the artistic elements of an ad
   a. Picture
   b. Layout
   c. Design

24. In advertising, ____________ is the overall arrangement of elements in the ad.
   a. Picture
   b. Layout
   c. Design

25. True or False: The Adobe Creative Suite is now the industry standard.
   a. True
   b. False

26. Which of the following is NOT part of the process an ad goes through before it is completed?
   a. Thumbnail sketches
   b. Rough layout
   c. Comprehensives (comps)
   d. Paper machê
   e. Approval

27. Which of the following is NOT one of the main design formats discussed in class?
   a. Display window
   b. Poster-style
   c. Circus
   d. Combo

28. Which of the following is NOT one of the focuses an ad can have?
   a. The package of the product
   b. The product alone
   c. The product in use
   d. How to use the product
   e. Product features
   f. Comparison of products
   g. Humor
   h. Testimonial
   i. All of the above are focuses an ad can have.
29. A ____________ is the first thing we read and is designed to draw attention to the ad.
   a. Sub-headline
   b. Logo
   c. Headline
   d. Slogan

30. A ____________ is designed to reinforce and confirm the message of the headline.
   a. Sub-headline
   b. Logo
   c. Headline
   d. Slogan

31. Which of the following is NOT a type of headline discussed in class?
   a. Benefit headlines
   b. Information headlines
   c. Provocative headlines
   d. Question headlines
   e. Random headlines
   f. Command headlines

32. Which of the following is NOT one of the formats for radio and TV advertising discussed in class?
   a. Straight Announcement
   b. Propaganda
   c. Presenter
   d. Testimonial
   e. Demonstration
   f. Musical
   g. Slice of Life (problem/solution)
   h. Lifestyle
   i. Animation (TV only)

33. Which of the following statements about writing for the web is NOT true?
   a. Writing for the web should be quick, concise and clear.
   b. Flash animation should be used in moderate amounts and should not distract or slow down functions.
   c. It is ideal to fit as much text onto a page as possible.
   d. Simpler is better.

Pseudo-bonus question (worth 1 point)

34. BYU-Idaho’s current president, Kim Clarke, came from what ivy-league institution of higher education?
   a. Perdue
   b. Harvard
   c. Princeton
   d. Yale
COPYWRITING WORKOUT

Feel those creative muscles, bum, baby.

Directions

1. Put your name on the assignment.
2. Look at each picture, decide what product/service is being advertised and come up with the most creative copy you can.
3. Write the copy in the space provided. Good luck!
Welcome back, Dorothy.

Gander Contact Lenses.
Experience the world in black and white.
Where is your Prescription?

Your kid’s locker?

Your own cabinet?

Use the Medicine Lock to keep your prescription drugs safe.
Description:
We will divide the class into “agencies” (groups) that will prepare a creative campaign for a product or organization. **This project forms a bulk of your grade (1/3 of all points available)**! I say that not to scare you but so that you understand how important this project is.

The project will include the writing of a creative brief, the finished ad products in **two mediums** (radio, TV with storyboards, magazine or newspaper slicks, billboards, direct advertising, etc.). The more creative, the better.

Groups will consist of five to six students. The project will be worth **350 points** including an **oral presentation** for an **additional 50 points** (400 points in all) and will be presented in class at the end of the semester.

An extra 25 points of Extra Credit will go to the team whose campaign is picked by the panel of judges so do your very best!

I will grade it as follows:

- **Spelling and Grammar**: 25
- **Design / Presentation**: 30
- **Introduction Page**: 15
- **Executive Summary**
  - Situation Analysis: 25
  - Target Audience: 25
  - Goals and Objectives of the Campaign: 25
- **Strategies and tactics**: 40
- **Timeline / Budget**: 25
- **Evaluation**: 30
- **Research**: 20
- **Print ad**: 30
- **Misc. Ad (Outdoor, radio, TV, Digital)**: 30
- **Guerilla Tactic**: 30
- **Presentation**: 50
- **Total Points Possible**: 400
Feel free to call or email me if you have any questions, really. Good luck!

**Assignment Descriptions**

**Written Creative Brief**

**Spelling and Grammar:**
This should be fairly self explanatory. Make sure that you thoroughly edit your final copy of the Creative Brief.

**Design / Presentation:**
I’m not looking for fancy design here, just a clean and organized layout. In other words, I don’t care what size, shape, color, or program you use to create your brief, just make sure it looks professional and neat.

**Introduction Page**
Introduce all of the members of your team (pictures are nice, but not necessary) and briefly outline each person’s role in the agency and their responsibilities/contributions. Feel free to be creative.

**Executive Summary**
**Situation Analysis:**
This is where you outline the situation including who the client is, an explanation of their past and current advertising, and what you hope to accomplish for them.

**Target Audience:**
Tell us who your campaign is designed for and MAKE SURE you can justify your reasoning.

**Goals and Objectives of the Campaign:**
List the goals (over-arching purposes for the campaign) and objectives (measureable things like increase in sales, etc.) and again, MAKE SURE you can provide a rational for your decisions!

**Strategies and tactics:**
This will likely be the biggest section of the brief and should include the specifics of your campaign: what type of advertisement you’re going to make and why, the mediums you’ll use and why, the publications, channels, or locations that you’ll use and why, etc…

**Timeline / Budget:**
This section will be small but should include the cast of producing the ads and time line that they’ll run. Be as realistic as you can.

**Evaluation**
This section is extremely important to the client and to your grade. Make sure you think through how you’re going to evaluate your campaign’s effectiveness. Surveys, ratings and sales increases or decreases, etc.. are different options that you can include.

**Research**
This section will simply be a compilation of any research you’ve done including websites you used, articles you read, surveys, focus groups, etc.
2009 Advertising Plan

Hyper-Trolley

www.rei.com
Table Of Contents

1. Executive Summary
2. Introductions
3. Objectives and Objectives
4. Goals and Objectives
5. Strategies and Tactics
6. Timeline
7. Budget
8. Evolution
9. Research
22.
Hyper-Trolley

AdvoCare.
The brand that makes your dreams come true.

London

Whitney

Sam

Stephanie

Kim

The Crew

and sell back to you. Can’t hear an breeze
calling all players. Kick off at 127
there’s not a
class. With an IQ
quick wit and way
in the world. Kick’s
equality for some
designs to account
post six years. Kick for
the impressions. For the
journal my my
Actions Speak Louder than Words

Experience:
- Retail operations more than 80 stores in 27 states.
- Retail stores range in size from 10,000 square feet to 95,000 square feet and include a variety of facilities for testing products including bike test tracks, climbing products and camp store demonstration tents.

Company:
- Owner of REI.
- Core value is community service and creating environmental awareness.
- Image in the market: guidebooks, car racks, skiing gear, clothing and outerwear, REI brand gear, outdoor footwear, maps and sunglasses, men's clothing and outerwear, women's clothing and outerwear, women's snowboarding gear, women's clothing, luggage, and travel, watches and accessories, skiing gear, snowboarding gear, cross country skiing gear, camping and hiking gear, climbing gear, cycling gear, kayaking and canoeing gear.
Actions Speak Louder than Words

Company:
- Gear and "swag" equity
- Supporting volunteer projects of outdoor-focused community organizations with money
- Committed to giving back to the communities where REI has retail stores by
- Gear and apparel
- Camping tips to Mt. Everest expeditions—by offering innovative, high-quality outdoor
- Helping people enjoy the great outdoors to the fullest from weekend family

Culture:
- Evaluate gear in an outdoor setting, allowing staff members to offer feedback
- Employees have summited Mount Everest; they all can help customers find the right
- Outdoor gear and clothing for any outdoor adventure. REI employees are recognized
- throughout the outdoor industry for their product knowledge and expertise.
The Down Low
Actions Speak Louder than Words

- Women's Market
- Consumer Market
- Target Market

- Have more than five stores. A typical store has $5 million of annual sales.
- Largest companies hold less than 50 percent of the market. Only about 50 companies with combined annual revenue of $25 billion. The industry is highly fragmented: the 50
- The retail sporting goods industry in the US includes about 20,000 companies

Competitors Cont.

The Down Low
Several hours
  o How long to make a decision to purchase?
  o Yearly
  o Number of times they'll purchase
  o Upcoming trip, new season
  o Reason/occasion for purchase?

Behavioral Characteristics:
  o Hobbies: Outdoor, Extreme Sports, Hiking, Biking, Climbing, Camping, Etc.
  o Family Stage: 30% new, 50% middle, 20% retired
  o Fun-Seeking: Recreation
    o Lifestyle: Outdoors
  o Psychographics Characteristics:

Customers Concl.

The Down Low
Actions Speak Louder than Words

- Women's website, using a referral program
- Members Card with % discount
- Sport specific sales
- Working Women Weekend Women's night with classes and specials

Increase sales from women by 35%

- Website referral program
- Update and release a weekly online newsletter
- A “Deal-a-Day” online coupon
- Offer special sales that are online only
- Design and launch the Women's world website
- Revamp and update REI.com

Increase internet sales by 15.20%

Goals and Objectives

The Down Low
We feel that this is a fairly untapped resource for REI. Our ads will feature such things as "Nature's high heels, minivan, makeup, briefcase, blow dryer, kitchen, etc. We know that bringing more women into the store will naturally draw more men and families alike.

Positioning Statement

We plan on positioning REI as the #1 outlet for women's outdoor gear. This will be done using advertising that will bring women to the REI website that will be redesigned. This website will have specific promotions targeted towards women in a new part of the website called Women's World.

Big Idea

Working Women Warriors: We would like to direct our ads towards women.
sales among women.

Actions Speak Louder than Words 101

Now shop there. All of this will help us reach our overall goal of a 35% increase in REI's sales. Significantly increase the volume of sales for REI, and more specifically, women that will focus on women. Studies have shown that by applying these tactics properly, we can generate a little more buzz about the new customer of REI. We can use their lives to generate a little more buzz about the new customer of REI.

Once in the website, we will use our new Women's Ward area to highlight

Strategies and Tactics cont.
Plan of Attack
1. TimeLine

2. The Nitty Gritty

3. Campaign will end December 1st. This installation will happen and the winter campaign will begin on November 1st. On October 1st the gear will be collected for the winter campaign. November 3rd, the equipment will be disassembled and returned ending the summer campaign.

4. On April 1st the equipment will be collected for the guerrilla campaign. May 1st, the equipment will be multiple ads in circulation both in print and billboards.

5. Beginning in December 2008 the next months billboards and magazine ads will
<table>
<thead>
<tr>
<th>Magazine</th>
<th>Annual Subscription Price</th>
<th>Monthly Subscription Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vogue</td>
<td>$20,000</td>
<td>$1,666.67</td>
</tr>
<tr>
<td>Cosmopolitan</td>
<td>$15,000</td>
<td>$1,250</td>
</tr>
<tr>
<td>Good House Keeping</td>
<td>$10,000</td>
<td>$833.33</td>
</tr>
<tr>
<td>Business Week</td>
<td>$8,000</td>
<td>$666.67</td>
</tr>
<tr>
<td>Women Health</td>
<td>$6,000</td>
<td>$500.00</td>
</tr>
<tr>
<td>Climbing Magazine</td>
<td>$5,000</td>
<td>$416.67</td>
</tr>
<tr>
<td>Field and Stream</td>
<td>$4,000</td>
<td>$333.33</td>
</tr>
<tr>
<td>Better Homes and Gardens</td>
<td>$3,000</td>
<td>$250.00</td>
</tr>
<tr>
<td>Shape</td>
<td>$2,000</td>
<td>$166.67</td>
</tr>
<tr>
<td>Total</td>
<td>$75,484.80</td>
<td></td>
</tr>
</tbody>
</table>
16

Actions Speak Louder than Words

Total = $7,200,000

$1,440,000
$1,440,000
$1,440,000
$1,440,000
$1,440,000
$1,440,000
$1,440,000
$1,440,000

46th Street
San Francisco
Seattle
New York City
Washington D.C.
Denver

Cost per year
Cost 20 boards per city

Billboard Budget
The Nitty Gritty
The Nitty Gritty

Guerrilla Budget

Taxi's: 5 city's, 100 taxi's per city, twice a year

City's

Denver
Washington D.C.
NYC
Seattle
San Francisco

Logo for taxi
Printing Logo
Bikes
Kaya's
Snowboards
Skis
Racks
Labor

$9,200,000
$200,000
$2400
$100,000
$74,000
$40,000
$2400

Total=$9,700,000

Actions Speak Louder than Words
108
Actions Speak Louder than Words
The Nitty Gritty

Total Budget

* in millions of dollars

- Guerilla: $15.5
- Print: $7.2
- Billboard: $9.7

www.rei.com
This survey will be displayed at the REI website. All women shopping at the website who take the survey will receive a 10% discount on their purchase.

1. Do you shop for outdoor equipment?
   - Yes
   - No

2. Would you buy products from a company that focuses their advertising to women?
   - Yes
   - No

3. In your opinion, where would be the best place to advertise for outdoor equipment?
   - Television
   - Radio
   - Internet
   - Other

4. Which media source do you find most credible?
   - Television
   - Radio
   - Internet
   - Other

Akre's Working Women Weekend Warrior's survey of REI's customers revealed significant results: 70% of respondents reported that they are more likely to purchase items for their partner when shopping for themselves, and 80% indicated that they regularly shop for outdoor gear for their partner or children.

Final Evaluation:

Wendy Akre
Executive Director
REI Co-op
London Melike, Sam (wise) Schweingruber, Stephanie Leal, and Whitney Potter.

Actions Speak Louder than Words. The creative masterminds to be recognized are Kirk Tegy.

Don't overlook the creative genius minds we had at work. Most ideas and research came

Research

Search and Rescue
Advertising Without Tracks

Hyper-Trolley
Appendix C
Communication 33: Advertising Concepting and Copywriting
Hello. I am your syllabus. Use me. Please.

**Class:** COMM 330 Section 1 – Advertising Concepting and Copywriting (Winter 2008)

**Time:** MWF 10:15 - 11:15, Spori 265

**Instructor:** Ben Wyeth  
Office: Romney 259  
Office: 496-2967  
Cell Phone: 801-856-2507  
E-Mail: wyethb@byui.edu

**Office Hours:** Wed. & Fri. 12:30 - 2:30 or by appointment  
I'll do my best to make myself available. I put my cell number and my email on the syllabus for a reason. Please don't be afraid to use them if you need to.

**Required Text:**  
The Copy Workshop by Bruce Bendinger

**Course Description:**  
Advertising concepting and copywriting are at the heart of the creative process. They determine the success or failure of advertising campaigns. Good copywriting is a balance between satisfying the needs of the client, accentuating the positive benefits and advantages of a product (including goods, services and ideas) and trying to cut through the competitive advertising clutter. Learning to write copy for all media is based on two areas; basic, time-tested, fundamental principles of copywriting and pure creative talent. This course will teach you the fundamental principles of copywriting and allow you ample hands-on opportunities to awaken and develop your God-given talent to create.

**CLASS EXPECTATIONS**

**Honor Code:**  
Adherence to this policy is a prerequisite to attendance at this University. Likewise, adherence is required for attendance to our class. Please live it.

**Attendance:** Attendance is required for this course. Many of the assignments will be in-class assignments. As such, if you are not in class on a day where an in-class assignment is given, you will not receive the points and you will not be able to make them up. Of course, if you happen to miss one of these for a legitimate reason (marriage, childbirth, funeral, etc...) and you let me know beforehand that you will be missing class, you and I can discuss possible alternatives.
If you are going to be absent on a day that an assignment is due, you are still responsible for turning it in! The only exceptions are in the cases listed above or school approved excused activities and will be dealt with on a case by case basis. I reserve the right to make the final judgment about excused absences.

**Late Work:** *No assignments will be accepted after class time on the day they are due.*

Deadlines, deadlines, deadlines! The advertising field is deadline driven. You might as well learn now that deadlines in the workplace are sacrosanct. Do not expect me to be lenient on this policy. Besides, assignments will often play a vital role in class discussion so it is important that you have them completed and with you on the day they are due.

**Grading:** Grading is standard and based on percentages. Each assignment or test will have a maximum number of points available and you will be given all or a portion of those points based on completion of the assignment **on time** and the quality of the work you turn in.

I have provided a table that breaks down the points available for each assignment and one that reflects the associated points necessary to obtain a specific grade.

**Academic Misconduct:** Any student caught cheating or plagiarizing in any way on exams, projects or other homework will receive an “F” on the assignment and, as per University Policy, may result in a failing grade for the course and/or academic disciplinary action. Remember, when in doubt, cite your source or ask me. Better safe than sorry.

**Sexual Harassment**

Sexual harassment has no place in this class, on this campus or in your life. If you encounter unlawful sexual harassment or gender based discrimination, please contact the Personnel Office at 496-1130.

**Student Support Services**

Students with legitimate medical, psychological, learning or other disability which qualifies them for academic adjustments, accommodations or auxiliary aids should inform me before the end of the first week of classes.

**Caveat:** The dates, points, etc... contained in this syllabus are subject to change. And I guarantee you, they will very likely change. But don’t worry; I’ll keep you abreast of the changes as they occur.

Also, you need to know that I reserve the right to drop any student from the course for non-performance. This may result from a lack of attendance, missing assignments, lack of effort on the group campaign or a combination of any of these. One warning will be given to you if you fall into this category. If you don’t make any changes or adjustments after receiving your warning, I may choose to drop you without further notice. Basically, I just want you guys to be responsible students.

**COURSE OVERVIEW:**

During this course we will cover the following:

1. A review of the fundamental principles of successful copywriting
2. An examination of past and present advertising through all media
3. Critiquing of the past and present advertising examples
4. Gathering essential client and product information for concept development
5. Developing, organizing and writing effective copy platforms (creative brief)
6. Special emphasis on hands-on advertising copywriting for radio, television, print media, direct mail and the Web.
COURSE REQUIREMENTS AND ASSIGNMENTS:

1. **Exams:** There will only be one test given during the semester (HOORAY!) and it will be worth **100 points**. The test will contain information from chapters in the text, from class notes and from our class discussions.

2. **Critique assignments**
   You will be asked to find and critique 10 ads or forms of advertising during the course of the semester. The written critique should be 8-10 sentences. Each will be worth 10 points for a total of **100 points**.

3. **Copywriting assignments**
   You will be asked to develop and write ads for various products, services and ideas. You will be given some information and will also be required to research additional information to provide everything you need to create an original concept and copy for these products. Different styles or approaches may be assigned for each product. 10 assignments will be given, worth 10 points each = **100 points**.

4. **Attendance**
   Attendance will be critical for this course. All of the instruction will take place during class time. Many of the assignments will be in-class assignments. **100 points** are possible for attendance. You will receive a percentage of these points based on the percentage of your class attendance. 100% = 100 points, 90% = 90 points, 80% = 80 points and so forth.

6. **Final Project**
   We will divide the class into “agencies” (groups) that will prepare a creative campaign for a product or organization. **This project forms a bulk of your grade (1/2 of all points available)!**

   The project will include the writing of a very short creative brief (3 pages max), the finished ad products (1 print ad, 1 Billboard, outdoor, TV or radio ad, 1 gorilla marketing tactic, and one package design or direct mail piece). The more creative, the better.

   Groups will consist of three to four students (though a student may choose to do it on their own). The project will be worth **250 points** including an oral presentation for an additional **50 points** (300 points in all) and will be presented in class at the end of the semester.

   Extra Credit (and bragging rights) will go to the team whose campaign is picked by the panel of judges so do your very best!

**Grades, Points and Assignments**

Critique assignments- 10 x 10 points = **100** possible points

Copywriting assignments 10 x 10 points = **100** possible points

Final Project = **300 points**

Attendance = **100 points**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; over</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C-</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>D+</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D-</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>F</td>
<td>50-62.9%</td>
</tr>
<tr>
<td></td>
<td>49.9% and below</td>
</tr>
<tr>
<td>Date</td>
<td>Class Topic</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Chapter 2 / In class assignment / assign ad for ad critique</td>
</tr>
<tr>
<td>Jan 21</td>
<td><strong>Human Rights Holiday (No Classes, HOORAY!)</strong></td>
</tr>
<tr>
<td>Jan 23</td>
<td>Copy Writing Assignment #2</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Chapters 7-9- How to Copywrite</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Copy Writing Assignment #3</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Chapter 4- How to have an idea</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Copy Writing Assignment #4</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Chapter 10- How to write a strategy</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Copy Writing Assignment #5</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Review CWA / Ad Critique #5 (in class)</td>
</tr>
<tr>
<td>Feb 18</td>
<td>President's Day (No Classes, HOORAY!)</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Copy Writing Assignment # 6</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Feb 25</td>
<td>Chapters 11 &amp; 12 Selling Ideas and Sales Power</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Copy Writing Assignment #7</td>
</tr>
<tr>
<td>Feb 29</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Mar 3</td>
<td>Review AC #7, Discuss changes in Syllabus</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Chapter 13- How to write with Style/ CW Assignment #8</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Chapters 14 &amp;15 / Copy Writing Assignment #9</td>
</tr>
<tr>
<td>Mar 12</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Mar 14</td>
<td>Chapter 16 / Copy Writing Assignment #10</td>
</tr>
<tr>
<td>Mar 17</td>
<td>Review CWA / assign ad for ad critique</td>
</tr>
<tr>
<td>Mar 19</td>
<td>Divide into groups and discuss final project</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Final Project</td>
</tr>
<tr>
<td>Mar 24</td>
<td>Final Project</td>
</tr>
<tr>
<td>Mar 26</td>
<td>Final Project</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Final Project</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Final Project</td>
</tr>
<tr>
<td>Apr 2</td>
<td>Final Project</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Final Project</td>
</tr>
<tr>
<td>Apr 7</td>
<td><strong>Present Final Project</strong></td>
</tr>
<tr>
<td>Apr 9</td>
<td><strong>Meet in class - Announce winner of final project, etc</strong></td>
</tr>
</tbody>
</table>
Back to the Future

A QUICK LOOK AT THE HISTORY OF ADVERTISING

- Claude Hopkins:
  - Don’t write for the masses
- Helen Lansdowne:
  - Think like the consumer
- John Capples:
  - It’s all about the Headline
- Ray Rubicam:
  - Resist the Usual
  - Don’t bamboozle the public
- Rosser Reeves:
  - The USP (examples?)

- David Ogilvy:
  - Advertising = Brand Invst.

- Leo Burnett:
  - “The glacier-like power of friendly familiarity”
  - Jolly Green Giant, Tony the Tiger, Marlboro, Altoids, Pillsbury Doughboy, Keebler Elves, Charlie the Tuna, etc.

- Bill Bernbach:
  - The power of the idea
  - Volkswagon
Mommy, WOW! I write great ads now!

UNDERSTANDING THE WOW FACTOR

What’s a “WOW”

- “WOW” is simply a simple way to say “the big idea”
- Oh... so what’s a “big idea?”
- A big idea is the driving message of a campaign.
- Like “Think Small” for the VW Beetle or “Curiously Strong Mints” for Altoids, the Big Idea is the meat of your advertising message.
So how do I get one?

- There isn’t one best way to get your WOW on... but there is a secret... it’s called “Positioning”

- Positioning basically means mapping out what’s in the consumers mind and then positioning your product in the best place.

- What?

Okay... Let’s break it down

- There are four basic types of positioning:
  
  - The Best or Leadership Position
  
  - The Against Position
  
  - The Niche Position
  
  - The New Position
The Best or Leadership Position

- This means that you have become the first brand a consumer thinks of when they think of your product.

- For example:
  - Tissue
  - What’s this on my thumb?
  - Mac & Cheese

The Against Position

- If you’re shooting for this position, it means you’re not the front-runner but you’re just as good, if not better so you market “against” the competitor.

- For example:
  - Coke vs. Pepsi
  - Chevy vs. Ford
  - Mac vs. PC
## The Niche Position

- You’re not the first, or even the second or third but you market a great product to a specific group of people.

  - For example:
    - Any ideas?
    - Subway vs. Quizino’s

## The New Position

- If you’re the new guy on the block, tell everyone! You signal a welcome change to the consumer weary with the same old choices.

  - Examples:
    - Any ideas?
    - Anything new
By the way...

- If you don’t like your position... change it.

- For example:
  - Cheer
  - Toyota
  - Any others?

- But if you really want to change your position, you have to have a strategy.

How to write a strategy

CHAPTER 2
Format

1. Objective Statement
   - Identifies the target audience, provides the purpose of the campaign or advertisement and lists the "benefit" to consumers

2. A Support Statement
   - Any support for the benefit listed in the objective statement (a reason why, etc.)

3. A Statement of Tone or Brand Character
   - Describes the “selling attitude” or the long-term value of the brand.

Our Strategy Ad-lib

This advertising campaign will [verb] the [target customer] that [product/brand] is/will/provides [statement of benefit].

We will support that benefit by [verb] consumers

[Brand again] is the [adjective] brand in the market and our advertising should [verb] that position.
Objective Statement

- Advertising will:
  - Persuade
  - Communicate
  - Remind
  - Convince

- Target Audience
  - Defines who you’re trying to reach. Be Specific.
  - Women 25-45 is nice but Mothers 25-45 is more accurate
  - Try to give your target a \textit{dimension} (shared characteristic)
    - Demographic or psychographic traits, product usage, etc.

Objective Statement: Benefit

- Try to convince consumers that your product, service, or idea is, has or does something better than the rest.
  - For example: “Advertising will convince \textit{automatic dishwasher} owners that Cascade \textit{provides virtually spotless end results}.

- What do you want the consumer to believe or feel about your product? Is it enough to move them to a purchase decision?

- Be cautious: make sure the distinct characteristic you choose to emphasize means enough to the consumer to change their behavior
  - \textbf{Bad example} \hspace{1cm} \textbf{Good example}
Support Statement

- Generally, the support statement is the reason you can provide the benefit mentioned in the Objective statement.
  - For instance
    - **Objective Statement**: Advertising will convince automatic dishwasher owners that Cascade provides virtually spotless end results
    - **Support Statement**: Virtually spotless end results will be attributed to the sheeting action produced by the cascade formula.

Support Statement, continued

- The main idea is to produce “linkage” between a concept and your product.

- Can be real like the “sheeting action” of Cascade, or imaginary like Marlboro being linked to the idea of rugged appeal of the Marlboro Man and Marlboro Country.
Tone or Brand Character Statement

- Describe the “long-term brand values”
- The style and tone of advertising may change, the values represented by the brand should remain constant.

For example:
- Classy
- Loud
- Unusual
- Fun/Humorous

Tone

- Affects the look and feel of an advertisement
  - Classy
  - Loud
  - Unusual
  - Fun/Humorous
Ad Critique #4

• Find an ad that you think has a clear objective/benefit statement
  ○ Clearly outlines why consumers should choose it over competitors

or

• Find an ad that you think has good tone or brand character statement

• Bring ad (printed or electronic) and an 8-10 sentence write-up explaining why you chose it.
Description:
We will divide the class into “agencies” (groups) that will prepare a creative campaign for a product or organization. This project forms a bulk of your grade (1/2 of all points available)

The project will include the writing of a very short creative brief (3 pages max), the finished ad products (1 print ad, 1 Billboard, outdoor, TV or radio ad, 1 gorilla marketing tactic, and one package design or direct mail piece). The more creative, the better.

Groups will consist of three to four students (though a student may choose to do it on their own). The project will be worth 250 points including an oral presentation for an additional 50 points (300 points in all) and will be presented in class at the end of the semester.

Extra Credit (and bragging rights) will go to the team whose campaign is picked by the panel of judges so do your very best!

I will grade it as follows:

Creative Brief
Spelling and Grammar 10
Creative Summary
  Print ad 10
  Misc. Ad 10
  Guerilla Tactic 10
  Package Design or Direct Mail Piece 10

Print ad 50
Misc. Ad (Outdoor, radio, TV, Digital) 50
Guerilla Tactic 50
Package Design or Direct Mail Piece 50

Presentation 50
Total Points Possible 300

Feel free to call or email me if you have any questions, really. Good luck!

Remember this is due on April 7. You will turn in your creative pieces and give your final presentation on this day.

(See assignment descriptions on back)
Assignment Descriptions

Written Creative Brief

Spelling and Grammar:
This should be fairly self explanatory. Make sure that you thoroughly edit your final copy of the Creative Brief.

Creative Summaries:
This is where you tell us why you did what you did in each creative piece. What fonts and colors did you use, why? Why do you think this will be effective? Who is the target audience you’re trying to reach, why? Each should only be two – four paragraphs. Be succinct but clear. There should be one creative summary for each creative piece (one for the print ad, one for the guerilla tactic, etc...)

These don’t have to be fancy. Your creative energies should be spent in the creative pieces, not in coming up with a creative design for the creative brief. You’re welcome to, of course, but know that all I am expecting is a stapled packet of 8.5 x 11 pieces of paper. It should be typed with headings, etc., but beyond that, I won’t be particular.

Creative Pieces

As a general note: Even though you’re designing 4 separate pieces, there should be something that unifies them all. The power of a brand becomes diluted if there is inconsistency in the advertising messages. Your pieces should be unified in look, feel, and messaging.

This doesn’t mean that the pieces all need to look the same or have the same tagline, etc. All I’m saying is that each piece should be related to the others. If you’re going to be edgy, be consistently edgy in all your pieces. If you’re going to be classy, be consistently classy in all your pieces. You can do this by using the same color or font family in each piece, by using similar copy, etc. I don’t care what you use to unify your work. Just be consistent.

Print Ad:
You must create a print ad that has at least one full bleed. It can be whatever size you want (standard 8.5 x 11, tabloid gate fold 11 x 17, etc.), printed on whatever kind of paper you want, as static or as interactive as you want, etc.

Misc. Ad:
For this piece you may choose from one of the following types of ads: Billboard, outdoor, TV or radio. If you choose outdoor or billboard, you need to have a printed version for us to see. If you choose TV or Radio, you may have a professional looking storyboard or script (although a rough cut multi-media version would really help).

Guerilla Tactic:
For this piece you must have a mock up or a high quality visual that illustrates your tactic.

Package Design or Direct Mail Piece:
For this piece you may choose between a package design or a direct mail piece. I will show you some examples in class. In either case, you must have a printed and assembled (if necessary) version with you for the presentation, not just an image showing what it would look like.

Presentation:
Everybody in the group should plan on participating in some way in the presentation.
Audi “Only One” campaign
Creative Summary
Presented by
Fujiyama Design Company

Target:
Males ages 28-42

Area:
Around New York, Los Angeles, Chicago and Seattle

Big Idea:
“Only One”

Reason:
They have higher education, higher salary, stronger buying power, and more desirer to purchase expensive cars than before. Target those of who have too many choices of luxury cars and are struggling to decide which car they should buy. Let them know that Audi is “Only One” luxury car for them.

The reasons why these four cities were chosen were because those cities have more people who have high incomes, more populations (in total), and stronger economic influence.

Print ad and billboard ad were designed with black, white, and silver colors. That is because these are basic colors of Audi cars and might help express Audi’s luxury to everyone who knows Audi.
Creatives:

Print Ad (Poster)
Font: Calisto MT bold
Tag line: Luxury? Styled? Elegant? Call it whatever you want. “Audi” is enough to say.
Location: Bus stops, Subway stations, Movie theaters, and Malls in target cities. People always gather around these places and have time to see this ad because they are always waiting for something. Buses, taxes, trains, or wives!

Billboard Ad #1
Font: Handwriting-Dakota
Tag line: Release your soul
Location: All crowded streets in these target cities. Around cross streets which people have high chance to stop and look it at is great place to put this ad. Audi is the “Only One” car that release people’s soul from this congested world.

Guerilla Tactic
We chose four big cities: New York, LA, Chicago, and Seattle.
Have big Audi car shows and sell Audi cars. When people receive their Audi cars, some of them will find that they get two keys. One is for their car and another key is to bring it or send it to Audi headquarters. Audi will pay them back full-price. All detail of this campaign will be noticed before the shows.

Package Design
A special key design for the Guerilla Tactic. No one has the opportunity of seeing this key until they get their cars. Only people who got this key have the right to receive money back.
“Audi” is enough to say.

Luxury? Styled? Elegant?

Call it whatever you want.
Actions Speak Louder than Words

Release your soul

Audi
Appendix D
Communication 337: Mass Media Research
Hello. I am your syllabus. Use me. Please.

**Class:** COMM 337 Section 1 & 2 - Media Research Methods (Winter 2008)

**Time:** T-Th 9:45 - 11:15, Spori 265

**Instructor:** Ben Wyeth  
Office: Romney 259  
Office: 496-2967  
Cell Phone: 801-856-2507  
E-Mail: wyethb@byui.edu

**Office Hours:** Wed. & Fri. 12:30 - 2:30 or by appointment  
I’ll do my best to make myself available. I put my cell number and my email on the syllabus for a reason. Please don’t be afraid to use them if you need to.

**Required Text:**  
Mass Media Research by Wimmer and Dominick (8th ed.)  
By the way, if you buy your book new, it will include a 4-month free subscription to *Info Trac*, which you may utilize in this course. If you buy your book used, you will not have access to InfoTrac. If you read an assignment that says, "Use InfoTrac," and you do not have access to it, please utilize other search engines/data base for your research.

Each student must have access to *I-Learn* (*Blackboard*) as some of the reading material for this course will only be available through this media.

**Course Description:**  
This course will discuss the development of mass media research during the past several decades and the methods used to collect and analyze information. It will also demonstrate the development and execution of comprehensive strategic advertising, public relations, organizational, journalism, and mass media research programs, including data sources, design of questionnaires, data collection, field investigation, audience analysis (including focus groups) and surveying, and strategy development.
CLASS EXPECTATIONS

Honor Code:
Adherence to this policy is a prerequisite to attendance at this University. Likewise, adherence is required for attendance to our class. Please live it.

Attendance: I will not be taking formal attendance for this class (with the exception of the first week or two until I get to know everyone’s name). However, this course will move quickly and if you miss more than one or two classes I think you’ll find yourself in a very difficult situation. In most cases, each chapter will build on the previous one. Missing too many classes will create large gaps in your understanding of the material and make it difficult for you and your group at the end of the semester. Be wise, what can I say more?

I may also randomly take attendance for points. If you are not in class on a day that this happens, you will not receive the points and you will not be able to make them up. Of course, if you happen to miss one of these for a legitimate reason (sickness, marriage, childbirth, funeral, etc…) and you let me know beforehand that you will be missing class, you and I can discuss possible alternatives.

If you are absent on a day that an assignment is due, you are still responsible for turning it in! The only exceptions are in the cases listed above or school approved excused activities and will be dealt with on a case by case basis. I reserve the right to make the final judgment about excused absences.

Late Work: No assignments will be accepted after class time on the day they are due.
Deadlines, deadlines, deadlines! Most jobs in the communication field (and most fields, for that matter) are deadline driven. You might as well learn now that deadlines in the workplace are sacrosanct. Do not expect me to be lenient on this policy. Besides, assignments will often play a vital role in class discussion so it is important that you have them completed and with you on the day they are due.

Grading: Grading is standard and based on percentages. Each assignment or test will have a maximum number of points available and you will be given all or a portion of those points based on completion of the assignment on time and the quality of the work you turn in.

I have provided a table that breaks down the points available for each assignment and one that reflects the associated points necessary to obtain a specific grade.

Academic Misconduct: Any student caught cheating or plagiarizing in any way on exams, projects or other homework will receive an “F” on the assignment and, as per University Policy, may result in a failing grade for the course and/or academic disciplinary action. Remember, when in doubt, cite your source or ask me. Better safe than sorry.

Sexual Harassment
Sexual harassment has no place in this class, on this campus or in your life. If you encounter unlawful sexual harassment or gender based discrimination, please contact the Personnel Office at 496-1130.

Student Support Services
Students with legitimate medical, psychological, learning or other disability which qualifies them for academic adjustments, accommodations or auxiliary aids should inform me before the end of the first week of classes.

Caveat: The dates, points, etc… contained in this syllabus are subject to change. And I guarantee you, they will very likely change. But don’t worry; I’ll keep you abreast of the changes as they occur.
COURSE GOALS AND OBJECTIVES:
Upon completion of this course, the student will:
1. Understand basic research methodologies with emphasis on the research process, design and data collection
2. Apply communication research methods to theories in the communication fields of advertising, public relations, journalism, and mass media
3. Have a basic knowledge of research design
4. Understand statistical procedures and research methods in new media environments

COURSE REQUIREMENTS AND ASSIGNMENTS:
1. Exams: There will be 4 tests administered during the semester and each will be worth 100 points. The final test will not be comprehensive. The tests will contain information from chapters in the text, from class notes and from our class discussions.

2. Class participation will be necessary for you to do well in this course. We will assign “in class” and take home work assignments throughout the semester for a total of 100 points (including points from attendance, class participation, etc...). These are small assignments but the points will add up quickly. Don’t be tricked into thinking it won’t matter if you skip one or two of these!

3. Chapter Assignments: There will be 10 assignments from either the text or from additional sources that will help you practice and master concepts from the reading. Not ever chapter or set of chapters will have an associated assignment. Each of these assignments will be worth 10 points.

4. Final Project: Heretofore, this class has culminated in an individual theoretical research design project. While this has proven to be a valuable experience, it has not given students the opportunity to practice what they have learned in a hands-on way. Knowing how to design a research study and knowing how to actually do a research study are not the same thing. As such, I am currently working with both faculty and individuals in the community to design a hands-on applied final project for you. However, this project is still in the design phase and I won’t be giving details here in this version of the syllabus. I will provide details to you as they become available. I think this will be an extremely valuable experience and give you a competitive edge in the working world.

Grades, Points and Assignments

Exams- 4x100 points = 400 possible points
Participation points = 100 possible points
Chapter Assignments- 5 x 10 points = 50 possible points
Final Project= 300 possible points

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; over</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>50-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>49.9% and below</td>
</tr>
<tr>
<td>Date</td>
<td>Class Topic</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Jan 10</td>
<td>Course Overview/ Introductions, Etc.</td>
</tr>
<tr>
<td>Jan 14</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Chapter 15 and Chapter 16</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Chapter 17 and Review for Exam 1 on chapters 1, 15, 16 and 17</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Chapter 4 and Review for Exam 2 on chapters 2,3 and 4</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Chapter 5 and Chapter 6</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Chapters 8 and 9</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Review for Exam 3 on chapters 5, 6, 7, 8 and 9</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Chapter 10 Continued</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Chapter 11 Continued</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Chapter 12 Continued</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Review for Exam 4 on chapters 10, 11 and 12</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Discuss Final Project</td>
</tr>
<tr>
<td>Mar 15</td>
<td>Saturday</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Final Project</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Final Project</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Final Project</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Final Project</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Final Project</td>
</tr>
<tr>
<td>Apr 3</td>
<td>Final Project</td>
</tr>
<tr>
<td>Apr 8</td>
<td>Final Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Statistics

- Statistical tests are generally divided into two broad categories:
  - Parametric (P)
  - Non-parametric (NP)

- Three main differences:
  - NP tests are appropriate only with nominal or ordinal data.
  - Non-parametric tests cannot be generalized to the population
  - Non-parametric tests are “distribution free” meaning they are not concerned with the normal curve.
Statistics

- Disclaimer: A small but growing body of researchers, including the textbook authors, say the differences between P and NP tests are moot and that any test can be run on any kind of data and that all types of tests can be generalized to the population.
- I disagree.
- A convenience sample will not hold the same statistical value as a randomly selected sample.
- Data gathered from our class cannot be generalized to the BYU-I population in general.
- For this class, we will stick to the traditional model.

Chi-Square Goodness of Fit

- The purpose of this test is to compare the observed frequencies of a phenomenon with a set of expected or hypothetical frequencies.
- This is a three-part test.
- First we calculate the **chi-square** ($X^2$)
  - Formula: $X^2 = \sum (O_i - E_i)^2 / E_i$
- Then we must find the **degrees of freedom** ($df$)
  - $df = K - 1$
- Lastly we perform the **Goodness of Fit test**
  - Using a Chi-square distribution table
But first, more notation

**In review:**
- $X = $ any score in a series of scores
- $M =$ the mean and may be used in place of $x$ bar.
- $\Sigma =$ Summation (sum). Greek capital letter sigma.
- $N =$ The total number of scores in a distribution.
- $R =$ Range
- $S^2 =$ Variance
- $S$ or $SD =$ Standard Deviation
- $Z =$ $z$-score
- $Ho =$ the Null hypothesis
- $Ha =$ the research hypothesis
- $p =$ probability or significance level, followed by $\leq$ or $<$ ($p \leq .1$)
- $\mu =$ mu, the hypothetical mean

**New Notation**
- $X^2 =$ Chi-Square
- $Oi =$ Observed frequencies
- $Ei =$ Expected Frequencies
- $df =$ Degrees of Freedom
- $K =$ Number of companies, scores

More in a minute

---

Chi-Square Goodness of Fit

**For example:** let’s look at TV sales.

**Hypothesis:** TV sales of 4 major manufacturers are significantly* different this year from those of the previous year.

*The word “significance” in statistics always refers to statistical significance, not just “meaningful” information.
### Chi-Square Goodness of Fit

<table>
<thead>
<tr>
<th>MF</th>
<th>Expected Frequency</th>
<th>Observed Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA</td>
<td>220</td>
<td>180</td>
</tr>
<tr>
<td>Sony</td>
<td>360</td>
<td>330</td>
</tr>
<tr>
<td>JVC</td>
<td>190</td>
<td>220</td>
</tr>
<tr>
<td>Mitsubishi</td>
<td>230</td>
<td>270</td>
</tr>
</tbody>
</table>

- Suppose last year's sale were distributed as follows:
- With these numbers, we can calculate the expected frequency. This means we have to put these yearly % into the same terms of our sample size.
- If we're going to use a sample size of 1000, then we multiply each % by 1000 to get the expected, or hypothetical frequency.
- Like this.
- Then we gather this year's data by randomly sampling 1000 homes known to have purchased a TV this year.

### Chi-Square Goodness of Fit

<table>
<thead>
<tr>
<th>MF</th>
<th>Expected Frequency</th>
<th>Observed Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA</td>
<td>220</td>
<td>180</td>
</tr>
<tr>
<td>Sony</td>
<td>360</td>
<td>330</td>
</tr>
<tr>
<td>JVC</td>
<td>190</td>
<td>220</td>
</tr>
<tr>
<td>Mitsubishi</td>
<td>230</td>
<td>270</td>
</tr>
</tbody>
</table>

- Formula: $\chi^2 = \sum (O_i - E_i)^2 / E_i$
- In this case, we have 4 companies so our formula looks like this:
Chi-Square Goodness of Fit

- Once the value of chi-square is known, in this case: \( X^2 = 21.45 \)
- The goodness of fit test determines whether this value represents a significant difference in frequencies.
- But to perform the test, we need two more values:
  - The probability level, which is set by the researcher (.01, .05), .05 in this case
  - And the degrees of freedom \((df)\)
- \( df \) is the number of scores in a test that are free to vary in value.
- For example: if \( x + y + z =10 \) than \( x \) and \( y \) are free to vary, but \( z \) is determined by \( x \) and \( y \).
- In this example there are 2 degrees of freedom.
- An easy way to find the degrees of freedom: \( df = K-1 \)
- So in our TV example, what’s \( K \)?
  - \( K=4 \)
- What are our \( df \)?
  - \( df = 3 \)
- Now we have all the pieces we need for the goodness of fit test.

Chi-Square Goodness of Fit

- The last step in the goodness of fit test is the easiest.
- We simply take all of our values and consult the chi-square distribution table.
- To refresh, our values in this example are as follows:
  - \( X^2= 21.45 \)
  - \( p = .05 \)
  - \( df = 3 \)
- We look at the chart on page 437 in your book:
  - Find our probability level: .05
  - Find our degrees of freedom: 3
  - What is the value?
  - 7.815
Chi-Square Goodness of Fit

• So what does this mean?
• In the chi-square goodness of fit test, if $X^2$ exceeds the value found in the table, the differences in the frequencies are considered statistically significant.

• So, $X^2 = 21.45$ and our value from the chart is 7.815
• Is there a statistically significant difference between last years sales, and this year's sales?
• Yes. $21.45 > 7.815$

Chi-Square Goodness of Fit

• So what! That's IT? We did all of that work just to find out that the difference between last year and this year is statistically significant! ARGH! Who cares?!
• How in the heck does this relate to mass media?! When am I ever going to actually USE this?!
• Good questions, here's how:
• Advertising: Changes in audience perception of advertising messages over time.
• PR: Analyzing the results of PR campaign.
• Broadcast: Using ratings to plan and modify changes in TV programming.
• If you find a significant value, it means the manipulation worked. If not, it means any change is the result of some other variable.
Contingency Table Analysis: Crosstabs

- Contingency Table Analysis is usually referred to as Cross-tabulation, or simply crosstabs.
- Crosstabs is an extension of the chi-square goodness of fit test and is used if you're testing more than 2 variables.
- Ads one more step using the formula: \( E_{ij} = R_i C_i / N \)
- The formula for \( df \) is also different. Instead of \( K-1 \), it is \( (R-1)(C-1) \)

But first, more notation

But first, more notation

- **In review:**
  - \( X \) = any score in a series of scores
  - \( M \) = the mean and may be used in place of \( \bar{x} \)
  - \( \Sigma \) = Summation (sum). Greek capital letter sigma.
  - \( N \) = The total number of scores in a distribution.
  - \( R \) = Range
  - \( S^2 \) = Variance
  - \( S \) or \( SD \) = Standard Deviation
  - \( Z \) = z-score
  - \( Ho \) = the Null hypothesis
  - \( Ha \) = the research hypothesis
  - \( p \) = probability or significance level, followed by \( \leq \) or \( < \) (\( p \leq .1 \))
  - \( \mu \) = \( \mu \), the hypothetical mean

- **X** = Chi-Square
- **Oi** = Observed frequencies
- **Ei** = Expected Frequencies
- **df** = Degrees of Freedom
- **K** = Number of companies, scores

- **New notation**
  - \( E_{ij} \) = Expected frequency of a value in row \( i \), column \( j \)
  - \( R_i \) = \( \Sigma \) frequencies in row \( i \)
  - \( C_i \) = \( \Sigma \) frequencies in column \( j \)
Crosstabs

- Hypothesis: There is a significant relationship between gender and the use of media to obtain information on new products.
- We’re going to test Radio, Newspapers and TV, using a random sample of 210 adults.
- After surveying our sample, the results are put into a table like this

<table>
<thead>
<tr>
<th></th>
<th>Radio</th>
<th>NP</th>
<th>TV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>26</td>
<td>71</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>31</td>
<td>61</td>
<td>110</td>
</tr>
</tbody>
</table>

Crosstabs

- Using our formula: \( E_{ij} = \frac{R_iC_j}{N} \), we calculate the expected frequency for each cell and place it in the top right corner.
- To do this we must first sum our rows and columns.
Crosstabs

- \( E_{ij} = \frac{R_i C_i}{N} \) must be calculated for each cell.
- Row 1 Column 1: 100 x 21 / 210 = 10
- Row 1 Column 2: 100 x 57 / 210 = 27
- Etc.

<table>
<thead>
<tr>
<th></th>
<th>Radio</th>
<th>NP</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>26</td>
<td>71</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>31</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>57</td>
<td>132</td>
</tr>
</tbody>
</table>

Crosstabs

- Now we can follow the chi-square formula:
  - \( \sum \frac{(O_i - E_i)^2}{E_i} \)
  - \( \frac{(3-10)^2}{10} \), etc.
  - \( X^2 = 11.35 \)

<table>
<thead>
<tr>
<th></th>
<th>Radio</th>
<th>NP</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>26</td>
<td>71</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>31</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>57</td>
<td>132</td>
</tr>
</tbody>
</table>
Crosstabs

- Degrees of freedom are a little bit different, instead of $K-1$, the formula is $df = (R-1)(C-1)$
- $df (2-1)(3-1) (1)(2) = 2$  \hspace{1cm} df = 2
- So here are our values:
  - $X^2 = 11.35$
  - $p = .05$
  - $df = 2$
- What is our value from the chart?
  - 5.991
- Is there a significant difference in gender and media use?
  - Yes  \hspace{1cm} 11.35 > 5.991

Assignment

- Using the following chart, perform a chi-square goodness of fit test using the following formulas:
  - $X^2 = \sum (O_i - E_i)^2 / E_i$
  - $df = K-1$
  - $p = .05$
  - Is this Significant?

<table>
<thead>
<tr>
<th>MF</th>
<th>Expected Frequency</th>
<th>Observed Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA</td>
<td>340</td>
<td>220</td>
</tr>
<tr>
<td>Sony</td>
<td>250</td>
<td>400</td>
</tr>
<tr>
<td>JVC</td>
<td>300</td>
<td>150</td>
</tr>
<tr>
<td>Mitsubishi</td>
<td>110</td>
<td>230</td>
</tr>
</tbody>
</table>
The LAST Exam! You did it! Woot woot!

Exam 4: Read each question and choose the answer you think is best. Fill in the correct answer on the bubble sheet.

Chapter 10 – Introduction to Statistics

1. Statistics are mathematical methods to:
   a. Collect data
   b. Organize data
   c. Summarize data
   d. Analyze data
   e. All of the above

2. Which of the following is NOT true about descriptive statistics?
   a. Descriptive statistics make no effort to describe a set of data. They are more concerned with analysis.
   b. Descriptive statistics reduce data sets to allow for easier interpretation
   c. Descriptive statistics used to describe the distribution of and relationship among variables
   d. Descriptive statistics allow researchers to take random data and organize them into some type of order

3. Which of the following is not a type of summary statistics?
   a. Central Tendency
   b. T-test
   c. Dispersion

4. Which of the following is NOT a type of Central Tendency statistics?
   a. Mean
   b. Median
   c. Mode
   d. Range

5. Which of the following is a simplified definition of Mode? Mode =_________?
   a. Average
   b. Most
   c. Middle

6. Which of the following is a simplified definition of Median? Median =_________?
   a. Average
   b. Most
   c. Middle

7. Which of the following is a simplified definition of Mean? Mean =_________?
   a. Average
   b. Most
   c. Middle
8. If your data is ___________ you may use either mode or median.
   a. Nominal
   b. Ordinal
   c. Interval or Ratio

9. If your data is ___________ you must use mode.
   a. Nominal
   b. Ordinal
   c. Interval or Ratio

10. If your data is ___________ you may use either mode, median or mean.
    a. Nominal
    b. Ordinal
    c. Interval or Ratio

11. True or False: **Dispersion (or variance)** measures the way the scores are spread out about the central point
    a. True
    b. False

12. Which of the following is NOT a type of **dispersion statistic**?
    a. Range
    b. Variance
    c. Standard Deviation
    d. Median

13. Which of the following provides a good definition of **Range**?
    a. Measures the degree to which scores deviate from, or are at variance with, the mean
    b. Similar to Variance, but places values back in context of the original data
    c. Measures the difference between the highest and lowest scores

14. Which of the following provides a good definition of **Variance**?
    a. Measures the degree to which scores deviate from, or are at variance with, the mean
    b. Similar to Variance, but places values back in context of the original data
    c. Measures the difference between the highest and lowest scores

15. Which of the following provides a good definition of **Standard Deviation**?
    a. Measures the degree to which scores deviate from, or are at variance with, the mean
    b. Similar to Variance, but places values back in context of the original data
    c. Measures the difference between the highest and lowest scores

16. Z-scores allow researchers to compare scores or measurements obtained from totally different methods.
    a. True
    b. False
Chapter 11 – Hypothesis Testing

17. _____________ make a prediction about the outcome of an experiment.
   a. Research Questions
   b. Hypotheses
   c. Internal Queries

18. _____________ ask questions about an experiment without predicting the outcome.
   a. Research Questions
   b. Hypotheses
   c. Internal Queries

19. Which of the following statements about research questions is NOT true?
   a. Used frequently in problem or policy oriented studies
   b. The researcher isn’t necessarily interested in testing the statistical significance of the findings
   c. Frequently used in areas that have been studied only marginally or not at all
   d. Usually based on existing theories
   e. Many times the goal is to gather preliminary data to be refined or to be developed into hypotheses

20. Which of the following statements about research hypotheses is NOT true?
   a. Hypotheses are usually based on existing theories
   b. Hypotheses are able to make predictions about the outcome of a study.
   c. When hypothesis testing, the research rejects or accepts the null hypothesis.
   d. Used frequently in problem or policy oriented studies

21. Which of the following is NOT a benefit of hypothesis testing?
   a. Provides direction for a study
   b. Eliminates trial-and-error research
   c. Rules out confounding variables
   d. Allow for quantification of the variable
   e. All of the above are benefits

22. Which of the following is NOT one of the criteria for creating a useful research hypothesis mentioned in class? A research hypothesis should be:
   a. Compatible with current knowledge
   b. Logically consistent
   c. Time consuming and costly
   d. Succinct
   e. Testable

23. True or False: The Null hypothesis is the logical alternative to the research hypothesis
   a. True
   b. False
24. True or False: The null hypothesis asserts that if there are statistical differences or relationships detected, they are due to the manipulation and not chance or random error.
   a. True
   b. False

25. Which of the following describes what occurs in a **Type I** error?
   a. There is no difference between a type I and a type II error.
   b. Embracing the null, when the null should be rejected.
   c. The rejection of the null hypothesis when the null is correct and should be accepted.

26. Which of the following describes what occurs in a **Type II** error?
   a. There is no difference between a type I and a type II error.
   b. Embracing the null, when the null should be rejected.
   c. The rejection of the null hypothesis when the null is correct and should be accepted.

**Chapter 12 – Basic Statistical Procedures**

27. Statistical tests are generally divided into two broad categories. Which of the following is NOT one of the categories?
   a. Parametric tests
   b. Non-Parametric tests
   c. Dispersion tests

28. Which of the following is NOT one of the non-parametric tests we covered in class?
   a. Chi-square goodness of fit test
   b. Contingency analysis tables (a.k.a. crosstabs)
   c. Independent t-test

29. Which of the following is NOT one of the parametric tests we covered in class?
   a. Independent t-test
   b. Chi-square goodness of fit test
   c. One-way ANOVA

30. True or False: A **non-parametric test** is a “**better**” statistical tool than a **parametric test** because data must meet specific qualifications (like random sampling) and because the results are generalizable to the population.
   a. True
   b. False
Vocabulary – Statistical Notation

Match notation or symbol with its definition. They have been broken into four groups of 5. Each group is self contained (there won’t be an answer in group 2 for a word in group 1).

**Group 1**

| 31. X | a. Mean (may be used in place of x bar) |
| 32. M | b. The total number of scores in a distribution |
| 33. ∑ | c. Any score in a series of scores |
| 34. N | d. Range |
| 35. R | e. Summation (sum). Greek capital letter sigma |

**Group 2**

| 36. $S^2$ | a. Standard Deviation |
| 37. S or SD | b. Null hypothesis |
| 38. Z | c. Research hypothesis |
| 39. Ho | d. Variance |
| 40. Ha | e. z-score |

**Group 3**

| 41. $p$ | a. Expected Frequencies |
| 42. $\mu$ | b. Observed frequencies |
| 43. $X^2$ | c. Chi-Square |
| 44. $O_i$ | d. Mu, the hypothetical mean |
| 45. $E_i$ | e. Probability or significance level, followed by ≤ or < ($p \leq .1$) |

**Group 4**

| 46. $D_f$ | a. Expected frequency of a value in row i, column j |
| 47. $K$ | b. $\Sigma$ frequencies in row i |
| 48. $E_{ij}$ | c. Degrees of Freedom |
| 49. $R_i$ | d. $\Sigma$ frequencies in column j |
| 50. $C_i$ | e. Number of companies, scores |
Chapter 10: First Half

1. Using the Data Distribution Table, fill in the Frequency Distribution Table.

<table>
<thead>
<tr>
<th>Person</th>
<th>Hours</th>
<th>Person</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>15</td>
<td>H</td>
<td>19</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
<td>I</td>
<td>13</td>
</tr>
<tr>
<td>C</td>
<td>11</td>
<td>J</td>
<td>18</td>
</tr>
<tr>
<td>D</td>
<td>15</td>
<td>K</td>
<td>12</td>
</tr>
<tr>
<td>E</td>
<td>12</td>
<td>L</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td>16</td>
<td>M</td>
<td>19</td>
</tr>
<tr>
<td>G</td>
<td>18</td>
<td>N</td>
<td>20</td>
</tr>
</tbody>
</table>

2. Using the info from #1, fill in the Grouped Interval Table

<table>
<thead>
<tr>
<th>Group</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-13</td>
<td></td>
</tr>
<tr>
<td>14-16</td>
<td></td>
</tr>
<tr>
<td>17-19</td>
<td></td>
</tr>
<tr>
<td>20-22</td>
<td></td>
</tr>
</tbody>
</table>

3. Create a bar chart using the information in the Grouped Interval Table.
   a. Make sure you label the x and y axis

4. Turn your bar graph into a Frequency polygon.

5. Using the information from the Data Distribution Table in #1, identify the Mode. ____________

6. Using the information from the Data Distribution Table in #1, identify the Median (Do not use the data on the frequency table. Feel free to write the numbers out horizontally below). ________________
7. Using the Data Distribution Table from #1, calculate the Mean. Remember, the formula for calculating the mean is: \( M = \frac{\sum X}{N} \). Round to 2 decimal places. 

8. Using the Frequency Distribution Table below, calculate the Mean. Remember, the formula for calculating the mean with frequency tables is: \( M = \frac{\sum fX}{N} \). Use the following table to assist you. Mean = 

<table>
<thead>
<tr>
<th>Hours (X)</th>
<th>Frequency (f)</th>
<th>fX</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

9. For the following data set, find the Mode, Median, and Mean. Round 2 decimals when necessary.

10 10 11 12 12 12 13 15 16 16 17 17

a. Mode__________

b. Median__________

c. Mean__________
Chapter 10: Second Half

10. Calculate the range from the following scores. Formula: \( R = X_{hi} - X_{lo} \)

\[
21 \hspace{1cm} 25 \hspace{1cm} 28 \hspace{1cm} 29 \hspace{1cm} 30 \hspace{1cm} 33 \hspace{1cm} 35 \hspace{1cm} 36 \hspace{1cm} 41 \hspace{1cm} 43
\]

11. Now, using that same data set (which I’ve already inserted into the table below for you) calculate the variance. **Formula:** \( S^2 = \frac{\sum (X-M)^2}{N-1} \)

To do this:

a. Calculate the mean. Round up (no decimal places) \( M = \frac{\sum X}{N} \)

b. Subtract each \( X \) by the mean.

c. Square each \( X-M \) value.

d. Sum the \( X-M^2 \) values.

e. Determine \( N - 1 \).

f. Insert values and complete the formula \( S^2 = \frac{\sum (X-M)^2}{N-1} \). \( S^2 = \)
12. Using the data below, calculate the standard deviation. Formula: \( S = \sqrt{\frac{\sum(X-M)^2}{N-1}} \)

To do this:

a. Calculate the mean. Round up (no decimal places) \( M = \frac{\sum X}{N} \)

b. **Subtract each \( X \) by the mean** and fill in the appropriate column in the table below.

c. **Square each \( X \)-\( M \) value** and fill in the appropriate column in the table below.

d. Sum the \( X \)-\( M \)\(^2 \) values.

e. Determine \( N - 1 \).

f. Insert values and complete everything in the formula except the \( \sqrt{ } \).

g. Finish the equation by finding the \( \sqrt{ } \).

<table>
<thead>
<tr>
<th>( X )</th>
<th>( X-M )</th>
<th>( X-M^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. What % of the population watches 4 hours of TV if:

a. The mean \( M \) viewing time is 5.1 hours with a standard deviation \( S \) of 3.

b. Use the z-score formula: \( Z = \frac{X-M}{S} \), to find the z-score.

c. With your Z-score, consult the Z-score distribution table and find the correct %. \( Z = \) _________
Chapter 12: First Half

14. Using the data in the table below, perform a Chi-Square Goodness of Fit test if:
\[ df = K-1 \text{ and } p = .05. \]

a. Formula: \[ X^2 = \sum \frac{(O_i-E_i)^2}{E_i} \]

b. Calculate the \( \sum \) for each \( \frac{(O_i-E_i)^2}{E_i} \) (Round 2 decimals. Show your work below): \( X^2 = \) _________
   *Be very careful to follow the formula exactly. In the homework, many of you switched the O’s and the E’s, especially when you divide. It is \( O - E / E \). Good luck.*

c. Find \( df \): __________

d. Using the information above, consult the chi-square dist. table. What is the value: __________

e. Is this a significant value? (Yes or No) _______________
   *(Hint: remember, if the calculated value is larger than the value found in the chart, it is significant)*

<table>
<thead>
<tr>
<th>Manufacturer</th>
<th>Expected Frequencies</th>
<th>Observed Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dell</td>
<td>450</td>
<td>486</td>
</tr>
<tr>
<td>Apple</td>
<td>380</td>
<td>410</td>
</tr>
<tr>
<td>HP</td>
<td>240</td>
<td>190</td>
</tr>
<tr>
<td>Sony</td>
<td>180</td>
<td>210</td>
</tr>
</tbody>
</table>
15. Using SPSS, perform an Independent t-test on the data in the table below.
(1= Experimental group, 2= Control Group)

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

a. What is the mean of the experimental group? _________________

b. What is the mean of the control group? _________________

c. What is the value of t? _________________

d. What are the df? _________________

e. Is there a significant difference between the experimental and control groups at the .05 level? _________________
16. Using SPSS, perform a One-way ANOVA on the data in the table below.
(1= Low, 2= Medium, 3= High)

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

a. What is the mean of the low group? ________________
b. What is the mean of the medium group? ____________
c. What is the mean of the high group? ______________
d. What is the value of F? ______________
e. Is there a significant difference between the three groups at the .05 level? ________________
1. Using the Data Distribution Table, fill in the Frequency Distribution Table.

Data Distribution Table

<table>
<thead>
<tr>
<th>Person</th>
<th>Age</th>
<th>Person</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21</td>
<td>H</td>
<td>22</td>
</tr>
<tr>
<td>B</td>
<td>21</td>
<td>I</td>
<td>21</td>
</tr>
<tr>
<td>C</td>
<td>19</td>
<td>J</td>
<td>23</td>
</tr>
<tr>
<td>D</td>
<td>23</td>
<td>K</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>25</td>
<td>L</td>
<td>27</td>
</tr>
<tr>
<td>F</td>
<td>24</td>
<td>M</td>
<td>21</td>
</tr>
<tr>
<td>G</td>
<td>19</td>
<td>N</td>
<td>28</td>
</tr>
</tbody>
</table>

Frequency Distribution Table

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
</tr>
</thead>
</table>

2. Using the information from #1, fill in the Grouped Interval Table

Group | Frequency
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18</td>
<td></td>
</tr>
<tr>
<td>19-22</td>
<td></td>
</tr>
<tr>
<td>23-26</td>
<td></td>
</tr>
<tr>
<td>27-30</td>
<td></td>
</tr>
</tbody>
</table>

3. Create a bar chart using the information in the Grouped Interval Table
   a. Make sure you label the x and y axis

4. Turn your bar graph into a Frequency polygon.

5. Match each of the following curves with the appropriate title
   1. Normal Curve
   2. Right-skew
   3. Left-skew

   5a. _______  5b. _______  5c. _______
6. Using the information from #1, identify the **Mode**.

7. Using the information from #1, identify the **Median** (Hint: do not use the data on the frequency table. Feel free to write the numbers out horizontally below.).

8. Using the *Data Distribution Table* from #1, calculate the **Mean**. Remember, the formula for calculating the mean is: \( M = \frac{\sum X}{N} \). Round to 2 decimal places.

9. Using the *Frequency Distribution Table* from #1, calculate the **Mean**. Remember, the formula for calculating the mean with frequencies is: \( M = \frac{\sum fX}{N} \). Use the following table to assist you. Be sure to show your work.

<table>
<thead>
<tr>
<th>Age (X)</th>
<th>Frequency (f)</th>
<th>fX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. For the following data set, find the Mode, Median, and Mean

\[ 2 \quad 4 \quad 5 \quad 5 \quad 6 \quad 9 \quad 11 \quad 12 \quad 15 \quad 17 \]

   a. Mode________________
   
   b. Median________________
   
   c. Mean________________
1. Calculate the range from the following scores. Formula: \( R = X_{hi} - X_{lo} \)

   \[
   \begin{array}{ccccccccccc}
   34 & 41 & 56 & 59 & 61 & 76 & 81 & 88 & 93 & 99 \\
   \end{array}
   \]

2. Now, using that same data set (which I’ve already inserted into the table below for you) calculate the variance. Formula: \( S^2 = \frac{\sum (X-M)^2}{N-1} \)

To do this:

   a. Calculate the mean. Round up (no decimal places) \( M = \frac{\sum X}{N} \)

   b. Subtract each \( X \) by the mean.

   c. Square each \( X-M \) value.

   d. Sum the \( X-M^2 \) values.

   e. Determine \( N - 1 \).

   f. Insert values and complete the formula \( S^2 = \frac{\sum (X-M)^2}{N-1} \). \( S^2 = \)
3. Using the data below, calculate the standard deviation. Formula: \[ S = \sqrt{\frac{\sum(X-M)^2}{N-1}} \]

To do this:

a. Calculate the mean. Round up (no decimal places) \( M = \frac{\sum X}{N} \)

b. Subtract each \( X \) by the mean.

c. Square each \( X-M \) value.

d. Sum the \( X-M^2 \) values.

e. Determine \( N - 1 \).

f. Insert values and complete everything in the formula except the \( \sqrt{ } \).

g. Finish the equation by finding the \( \sqrt{ } \).

<table>
<thead>
<tr>
<th>( X )</th>
<th>( X-M )</th>
<th>( X-M^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What % of the population watches 3 hours of TV if: ________________

a. The mean(M) viewing time is 2.1 hours with a standard deviation (S) of 2.

b. Use the z-score formula: \( Z = \frac{X-M}{S} \), to find the z-score. __________

c. With your Z-score, consult the Z-score distribution table and find the correct % (record above).
Introduction

The following is a compilation of research performed by two Media Research Methods courses at BYU-Idaho on behalf of Riverbend Media. Each class was divided into four research teams with five to six students per team.

Each group was assigned one of six research questions that acted as the guide to their study but each group determined their own objectives and how they would accomplish them.

The following book is divided into eight sections, each section containing the methods, findings and discussion of each research group’s study.

With the exceptions of minor grammatical corrections and clarifications and adjustments of formatting, each section is exactly as the student teams intended.
Introduction

The question we had the opportunity to research was student response to the Web site, www.eastidahoweddings.com. Our objectives were to find out what the students liked or disliked about the site, its strengths and weaknesses, as well as any recommendations students may have for its improvement. We decided to use surveys and focus groups to gather this information. Surveys were used because they are the fastest way to collect accurate quantitative information. Focus groups were used because they are an effective way to discover qualitative data such as feelings, impressions, thoughts, etc. By combining both techniques, we were able to reap the benefits afforded by each type of data.

Methods

After deciding that surveys and focus groups would be the most effective and efficient way to gather data on BYU-Idaho student opinion of eastidahoweddings.com, we determined ways to conduct these studies. For the survey, we decided to email it to students we know, invite a random sample of students on the BYU-Idaho campus to take it, and invite our Facebook contacts to participate in the study. For the focus groups, we held small group discussions in approved off-campus housing apartments as well as a formal focus group on campus.

Surveys

To begin, each member of the group emailed the survey to their BYU-Idaho friends and associates. Our subjects then emailed the completed surveys back to us, and we tabulated the
results into an Excel spreadsheet. That data was compiled into charts illustrating how our BYU-
Idaho friends felt about eastidahoweddings.com.

We also used the online survey service, www.surveymonkey.com, to distribute the
survey to a random student sample obtained through the university. Those who received and
chose to complete the survey did so, and then SurveyMonkey.com analyzed the data. The data
received from the random sample via SurveyMonkey was also compiled into the charts (See
survey below).

Along with email and random surveys, we created a facebook group and invited friends
to participate. We posted the survey, and people responded via facebook post and email with
their survey answers. The data was then compiled together.

Survey Questions:

Please rank each question on a scale of 1-10, 10 being best, 1 being worst.

1. It was easy to navigate through the Web site.
   (WORST) 1 2 3 4 5 6 7 8 9 10 (BEST)
2. The Web site had a consistent look and feel.
   (WORST) 1 2 3 4 5 6 7 8 9 10 (BEST)
3. The Web site was informative.
   (WORST) 1 2 3 4 5 6 7 8 9 10 (BEST)
4. The Web site had content that appealed to me.
   (WORST) 1 2 3 4 5 6 7 8 9 10 (BEST)

Select One: Strongly agree, agree, neutral, disagree, or strongly disagree.

5. Even if I don’t get married in Eastern Idaho, I would consider using the Web site to
   prepare for my wedding.
   strongly agree  agree  neutral  disagree  strongly disagree
6. Everything I would need to plan my wedding was on the Web site.
   strongly agree  agree  neutral  disagree  strongly disagree

Please circle yes or no, as well as fill in any blanks.

7. If you are married, would this Web site have been useful when you were planning your
   wedding?
   YES   NO
8. Have you heard of this site before?
   YES   NO
   If yes, how have you heard of it?
Have you visited it before?

YES    NO

9. Please circle the age range that applies to you.
   18-20  21-23  24-25  26-27  28-30  31 or above

10. What is your gender?
    MALE   FEMALE

11. Are you:
    SINGLE  IN A RELATIONSHIP  ENGAGED  MARRIED

Focus Groups

In addition to the convenient and random sample surveys, our group organized and conducted several focus groups. We created a list of tasks for the focus group members to perform on the test site provided by Riverbend Media and then formulated questions based on those tasks (see list below). Once these tasks were completed by the participants, we held small focus groups in approved off-campus housing apartments as well as a formal focus group on campus.

Small Focus Groups

We spent the evening on March 26, 2008 visiting several conveniently selected BYU-Idaho approved student housing apartments and administering the online tasks and questions. Half of our group interviewed men’s apartments and the other half interviewed women’s apartments. This was especially helpful because we were able to gain valuable insights from both genders.

Formal Focus Group

Along with the apartment visits, we conducted a formal focus group on March 27, 2008 in the David O. McKay Library on campus. We invited eight students to view the Web site and complete the list of tasks we provided them (see list below). After receiving preliminary
instructions, the students completed the tasks on library computers, returned, and discussed with our group the focus group questions. We video recorded the talk-back session and took written notes of the student responses. The surveys combined with the focus group information gave us some valuable feedback as to BYU-Idaho student opinion of eastidahoweddings.com

Focus Group Tasks

1. Register for the Web site
2. Find out what is important to do one month before your wedding
3. Find a wedding band or engagement ring
4. Find out how to change your name
5. Click on the proposal video and watch at least thirty seconds of it
6. Find a photographer you would hire
7. Find three traditions or tips that you would use at your wedding

Focus Group Questions

1. How easy was the site to navigate?
2. Would you use this Web site to plan your wedding? If not, would you refer your friends to it?
3. Were the vendors included in the Web site helpful?
4. What else would you like to see on the Web site?
5. Which services would you most likely use?
6. What were the strengths and weaknesses?
7. Did you like the look of the Web site? What changes would you suggest?
8. What recommendations would you have?

Findings

After executing the surveys and focus groups, we analyzed and compiled the data. The following information is what we learned from our studies.

Surveys

The graphs and charts below indicate the data we received from the surveys we administered.
Random Sample

The following graphs represent a random sampling of the student body. Twenty-eight students answered every question, except for question seven in which 27 answered.

These first three questions are based on a scale from 1 to 10 with 1 meaning very bad and 10 meaning very good.

Question 1

How easy was it to navigate through the website?
Question 2

How appealing was the look and feel of the website?

Question 3

How informative was the website?
Question 4

Please indicate how you feel about the following statement: Even if I don't get married in Eastern Idaho, I would consider using the website to help prepare for my wedding.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.0%</td>
<td>50.0%</td>
<td>20.0%</td>
<td>10.0%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Why or why not?

1. It looks like it has a lot of useful information that would help someone as ignorant as myself to learn how to do a wedding.
2. I am doing my wedding from my head. I don't really want help from anyone.
3. I don't plan to be married in Idaho at all.
4. It has useful resources. I especially liked the checklist.
5. It looks like a lot of the info might have relevance to every wedding.
6. There are so many different routes applicable to any situation.
7. It provides information that not many think about in regards to weddings. It has checklists available for free, which you can't find easily.
8. It is simple and plain, something I anticipate would be very useful in a busy time of stress.
9. It has a lot of good information, as well as checklists so that I would be able to make sure I didn't miss anything. It's always hectic when planning a wedding.
10. I will let the Lady take care of that.
11. No one ever talks about it and very few know about it and what it entails.
12. It would be like researching for a paper for I class I wasn't enrolled in.
13. Because this is wedding metropolis. It would be really easy for me to get a dress and ring and such here, but most decorations and the like I would get at home. But in all honesty I don't really like big weddings, so I probably wouldn't use this site at all.
14. It is a really good planner and mentions details I would probably forget until the last minute.
15. It has a lot of very good tips on what needs to be done and when to do them. I thought that it looked very helpful.
16. Good info to help with the big thing.
17. I did like the idea of the website. Most guys don't know what to do when it comes to weddings, so it helps us too.
18. It's useful.
19. It offered a lot of information about weddings in general. Not everything pertains solely to weddings in Eastern Idaho.
20. It is loaded with information that you don't always think about.
21. Why would I use it if I was getting married in California?
22. I will probably look at a thousand different websites to pick what I want because no one person is alike and everyone will want something different.
23. It could help.
24. It gives information.

**Question 5**

![Bar chart showing how respondents feel about the statement](chart.png)
Question 6

If you are married would this website have been useful when planning your own wedding?

- 90.00%
- 80.00%
- 70.00%
- 60.00%
- 50.00%
- 40.00%
- 30.00%
- 20.00%
- 10.00%
- 0.00%

Yes | No | Not Applicable
---|---|---

Why or why not?

1. Not married.
2. It talks about changing your name and marriage license stuff.
3. I'm not married.
5. There were things on the checklist I hadn't even thought about until two weeks before my wedding.

Question 7 (27/28 respondents answered this question)

Have you heard of this website before? If so where?

- 90.00%
- 80.00%
- 70.00%
- 60.00%
- 50.00%
- 40.00%
- 30.00%
- 20.00%
- 10.00%
- 0.00%

No | Yes | Radio | Newspaper | Internet | Friend | Family
---|---|---|---|---|---|---

0.0% | 10.0% | 20.0% | 30.0% | 40.0% | 50.0% | 60.0% | 70.0% | 80.0% | 90.0%
Other
1. Survey in class
2. Magazine

Question 8

What age range do you fall under?

- 18-20: 60.00%
- 21-23: 40.00%

Question 9

What is your gender?

- Male: 30.00%
- Female: 70.00%
Question 10

What is your relationship status?

<table>
<thead>
<tr>
<th>Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>60.00%</td>
</tr>
<tr>
<td>In a Relationship</td>
<td>30.00%</td>
</tr>
<tr>
<td>Engaged</td>
<td>10.00%</td>
</tr>
<tr>
<td>Married</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Question 11

What would you do to improve the website?

1. Modest wedding dresses.
2. Nothing.
3. Different Color Scheme.
4. I think groom has just as many things to plan, especially if he would be helping his fiancée; so I think it would be a good idea to add a groom checklist. Otherwise, I think it is a very well put together website. It will be very helpful whenever I am getting ready to plan a wedding.
5. Advertise it more in common places like the Scroll and tell people what they can find there, like marriage license stuff and name change stuff and traditions, etc.
6. It's great. Well done!
7. If there was one thing that I would say about improving the website, it would be to give it more advertisement. I have not heard anything about it and it seems like it would be very helpful.
8. Overall it is pretty good. Good job.
9. Some of the fonts make it difficult to see the main points. You could put icons next to buttons to make it more clear.
10. Maybe like a dating service so that the single people could meet up.
11. It seemed useful but not very classy or elegant. I would add some of that to make it more appealing and professional.
12. More appealing upper banner is all I can think of.
Convenience Sample

The following graphs represent the results from our convenience sample. This sample consists of 31 friends and acquaintances studying at Brigham Young University-Idaho.

*These first four questions consisted of a scale of 1 to 10, where 1 means very bad and 10 means very good.*

**Question 1**

Scale of 1 to 10, It was easy to navigate the website

**Question 2**

The website had a consistent look and feel.
Question 3

The website was informative

- 10.00%
- 20.00%
- 30.00%
- 40.00%
- 50.00%

Question 4

The website had content that appealed to me.

- 5.00%
- 10.00%
- 15.00%
- 20.00%
- 25.00%
- 30.00%
Question 5

Even if I don't get married in Idaho, I would consider using the website to prepare for my wedding.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0%</td>
<td>45.0%</td>
<td>10.0%</td>
<td>5.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Question 6

Everything I would need to plan my wedding was on the website.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.0%</td>
<td>70.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Question 7

If you are married, would this website have been useful when you were planning your wedding?

- Yes: 0.0%
- No: 10.0%
- NA: 90.0%

Question 8

Have you heard of this site before?

- Yes: 20.0%
- No: 80.0%
Question 9

Have you visited the site before?

- No: 100.0%
- No Answer: 0.0%

Question 10

What is your age?

- 18-20: 45.0%
- 21-23: 35.0%
- 24-26: 15.0%
- 28-30: 5.0%
Question 11

What is your gender?

- Male (M): 10.0%
- Female (F): 90.0%

Question 12

What is your relationship status?

- No Answer: 0.0%
- In a relationship: 20.0%
- Married: 10.0%
- Single: 60.0%
Focus Groups

The following were themes noticed by several of the focus groups, both in the small and formal focus group settings.

Strengths:

- Members of the focus groups thought the Web site was a good idea and very informative.
- Participants found the Web site easy to navigate.
- The links leading to vendor Web sites were helpful.
- The Web site felt credible and professional.

Weaknesses:

- Participants found the checklists hard to locate within the Web site.
- The Web site lacks photos and is too text heavy.
- The questions on the registration page are cluttered. The writing is too close together and not bold enough in some places.
- Participants noticed that honeymoon locations are only local areas and don’t include places out of state.
- There are inactive links for vendors. When participants clicked on them there were often no vendors, or only one or two per category.
- Subjects noticed that the text field next to “yes” causes confusion.
- There are typos throughout the entire Web site.
- The pages in the registration process all look the same. When progressing from page to page, it is hard for users to tell if they are on a new page or still on the same one.
- Participants noticed that the information regarding how to change their names or get a marriage license was hard to locate.
Discussion

After we conducted the survey and focus groups, we analyzed the data. This analysis rendered both the strengths and weaknesses of eastidahoweddings.com, as well as constructive suggestions in regards to the improvement of the Web site. The data in the above section indicates that the site, as it is now, is operational. The information, vendors, and layout are adequate, and the site is usable for the purpose of planning a wedding. The data also means, however, that there are improvements that must be made in order for the site to be effective, logical, and aesthetically pleasing. Below we will outline the strengths, weaknesses, and suggestions gleaned from our studies. We will then offer our critiques and suggestions as a research team.

Based on Studies

Strengths

According to the results from both the survey and the focus groups, the Web site received a positive response in the following areas. These were the strengths viewed by our participants.

- Participants in our focus groups, as well as participants who took the survey, thought the Web site was a good idea. Many of the people involved in our studies had no idea what is entailed in planning a wedding. They were very interested in the information eastidahoweddings.com offered.

- Another strength we discovered through our research was that our participants were keen on the idea of eastidahoweddings.com. They thought it was a good idea to have a Web site that acted as a bridal fair.

- Participants in both the surveys and the focus groups expressed that the Web site was easy to navigate. They enjoyed the left-aligned icons, and felt that this helped the synergy of the Web site.
• Another strength we discovered through our collected data was the effectiveness of the vendor links. The participants thought the idea to have a compilation of vendors was a great way to help wedding plans move smoothly.

• Participants felt the Web site was credible and professional. They thought the vendors included were comprehensive, and the information on the Web site is thorough and helpful.

**Weaknesses**

In analyzing the data we gathered from the survey we administered, as well as the focus groups we conducted, we found some common weaknesses with the Web site.

• One item that was viewed as a weakness is the “Bride’s Checklist.” This list contains useful information, but the length and amount of text discourages the browser from continuing his or her search. One student in a mini focus group we conducted commented, “The questions are too clustered together. They should be more spread out.”

• Another student found errors on the checklist. “There are typos, which are unprofessional, and the list was just too long,” she said.

• Other data we gathered indicated the Web site to be slow and frustrating. The web browser had a difficult time with the large chunk of data, and it made users impatient and aggravated instead of excited to use the site. However, this is likely due to the fact that the participants were interacting with the test site and not the real site.

• The print option button was also difficult for some to see. Enlarging the print option button would increase checklist use.

• An additional item on the web site that received many comments from students was the registration box and the registration process itself. One student, who was part of our formal focus group, said, “There was an annoying survey after I registered, and some of that stuff I didn’t even care about. I just wanted to get past it.”

• Once the students navigated through the registration process and began the assigned focus group site tasks, they noticed some inconsistencies in the “Preferred Vendors” link. When they opened several of the links, there was nothing on the next page. For example, the link “Other” on the “Preferred Vendors” page showed nothing after clicking on the link. There are also links that contain only one option on the next page.

• The script on the “Preferred Vendors” page is difficult to read. Those who evaluated the site understood the aesthetic value of the script font, but commented that it would be better to use a more readable font—one that is easier on the eyes. Script fonts may be used sparingly, but a long list like the one on the “Preferred Vendors” page is too much.

• A link called “Advertise With Us” shows the contact information of Joe Pehrson. This seems unprofessional. Many of our subjects expressed confusion about this link as well.
There is not enough information for users to distinguish whether the information in this link is for them or for other users.

- Most of those who we talked with liked the color scheme used throughout the site. Some, especially the women we interviewed, thought the colors are seasonal and should be changed to a more enduring color scheme.
- There were typos throughout the Web site, which are a significant turnoff to site users. Misspelled words and disjointed phrases create a mental block in the reader and make the site seem unprofessional.
- The graphics and text are not balanced and are inconsistently laid out on each of the pages. Some noted the design as very simple layout.

**Suggestions**

Because of the nature of the studies we conducted, solutions to the weaknesses of the sites came out in the collection of data. The following ideas were provided by our focus group subjects.

- Take the large, fancy, unreadable script font off, especially on the vendors page, and replace it with a script font that is both elegant and readable.
- The typos in the Web site are easy to remedy. By fixing these mistakes, the site will look more professional and be greatly benefited once those are taken care of.
- Data we gathered suggested getting rid of the links that don’t lead anywhere or give further information. It was suggested that more vendors be added to those pages that have two or less vendors listed.
- It was suggested that the survey users must take at the start of registration should exist in a separate link. This would allow users to work through it if at their own pace. One participant said, “She wouldn’t use the Web site simply because the registration process was confusing and frustrating.”
- A company email and phone number was suggested to replace the personal contact of Joe Pehrson. “I would use an address like eastidahoweddings@gmail.com or something like it,” one student said. This would be more professional and would increase the likelihood of advertisers remembering the address and emailing the company.
- Another suggestion for the “Bride’s Checklist” was to add settings to the list that allow the user to electronically check off each item on the list as he or she accomplishes each task.
- Study participants suggested that condensing the checklist into smaller, separate sections and possibly turning several of the points into individual Web links. This would
encourage the web browser to progress through the site, rather than becoming frustrated and overwhelmed with the amount of information currently on the checklist.

- It was suggested that the Web site have more pictures. Specifically, participants would like to see additional pictures on the registration survey, as well as on the different checklists. This will allow them to recall the information with both the text and the images.

- Participants expressed they would rather receive literature from the vendors than a phone call.

- Many subjects wanted to be able to print the checklists out, however they could not locate the icon that allowed them to do this. They suggested that the option to print checklists be more visible.

- Participants expressed that checking off tasks once they were completed would be a useful feature. This would allow them to keep track of where they were in the wedding planning process.

- Participants expressed that a budget calculator would be a good addition to the site. It would allow users to properly allocate their wedding funds.

- Subjects indicated that a personalized calendar would be a good alternative to the three-month checklist. Users preferred a personalized calendar with the specific dates tasks should be completed by.

- It might be useful to have “Brides Checklist” 1st priorities, 2nd priorities etc. all on separate links. Allowing them to go through the planning process according to date priority will make the Web site less intimidating to users.

- Several participants said that testimonials from people who have used the site would be useful.

- Our data indicated that having separate bride and groom buttons on the homepage would make it easier for both the man and woman to know what they need to accomplish before the wedding.

- Our data also indicated that adding a link for bachelor party and bridal shower information would be helpful for not only the bride, but her friends whom she would refer to the site.

- Creating dropdown menus so users can skim through what is on each page would be an easy and effective way to make navigation easier throughout the site.
Information Based on Research Team

Suggestions

Overall, the Web site needs small changes and better organization. This information was obtained according to our research team, the surveys we gathered, and the people with whom we discussed in the focus groups. The photographs add a pleasing element to the site, but more photos and less text could still be used. When people think about their weddings, they don’t visualize text; they visualize photographs documenting the events. As the old adage goes, “a picture speaks a thousand words.” Our research team also suggests changing the colors from the browns and creams to black, white and red. These three colors are professional and everlasting. Continuing with the brown theme would require constant updates with changing styles and fads.

Conclusion

In conclusion, we have found both strengths and weaknesses in the Web site, www.eastidahoweddings.com. The main strengths were ease of navigation and overall information. The weaknesses we discovered were the overall layout and design, and lack of photos. The Web site would then be more practical for the target audience, prospective brides and grooms. The information collected from the survey and the focus groups is important because it offers real feedback from the target audience. The praises, criticisms, and suggestions come from the people who will use or are using the site, thus making the input invaluable as efforts to improve the Web site begin.
Appendix E

Communication 397R: American Advertising Federation Communication Practicum
A dimension of you.
Executive Summary

The Situation

Industry Trends

Social Networking Giants

SWOT

Enlighten’s Connections

Target Markets

AIM Dimension

The Vision

Web 2.1

TV / Internet

Print

Transit

Competition

Events

Non-Traditional

Public Relations

Flowchart

Evaluation

Budget

Credits

Summary

29-32 Summary

10-15 Creative

16-29 Viral Injection

8-9 The Connection

2-3 Executive Summary

Contents
Enlighten Communications has devised an innovative and creative integrated marketing communication campaign that will not only maintain AIM as the leader in the instant messaging area; but, will propel it to become a major player in the social media realm. We are confident that our campaign will achieve all three objectives set forth in the NSAC case study and will place AIM on track to become a one-stop portal for 18-24 year olds.

**Objectives**

1. Increase AIM brand (and social media products) awareness by 15%
2. Bridge the gap between AIM and social media products
3. Increase AIM and social media product usage by 15%

AIM, as the social media hub that networks the unique dimensions of its users:
- AIM is currently the #1 instant messenger in the U.S. and 2nd in the world. Brand awareness is around 80+ and 65% of users were aware of AIM.
- 54% of young adults use AIM religiously, compared to 53% of young adults who use Facebook religiously.
- AIM is the second most used social networking site, behind Facebook.
- Although AIM offers an excellent selection of social media products, many users are unaware of these offerings.

**AIM Position**

We believe that AIM is a serious contender in the social media realm. Aim is currently the

AIM's current growth is not only due to its instant messaging capabilities, but also due to its

AIM's communication campaigns that will not only maintain AIM as the leader in the instant messaging

Actions Speak Louder than Words
Viral Injection

Facebook's success was miraculously rewarded through word of mouth and friends networking to a promised land. During 2007 alone, it experienced astronomical growth in such a short period of time. Enlighten Communications considers viral marketing to be the key factor in developing a national advertising campaign for social networking to reach our objectives. Similar to a pandemic, we have creatively developed a virus that will be self-replicating among our target audience in the U.S. It will be more cost effective, more efficient, and cause the greatest shift to AIM. Our method for introducing the AIM pandemic is Viral Injection, an innovative strategy that we've developed for this campaign's purposes. It's such a new concept, that we've actually coined the term. To make the biggest impact, the execution of our concept has been distributed through the most effective solutions including: Competitions, Transit, TV, Internet, Magazine, Newspaper, Events, Non-traditional, and Public Relations.

The Virus

Like a 3D object, depending on what angle you see of a person, you view only a limited dimension of that person. Social networking sites today, do a great job of revealing this about who you are, and general interests of hobbies you enjoy. Enlighten will establish a new way to use this social networking service by promoting our Web 2.0 suggestions and profile re-vamps for AIM.com. With a new networking service by promoting our Web 2.0 suggestions and profile re-vamps for AIM.com. With a new networking service by promoting our Web 2.0 suggestions and profile re-vamps for AIM.com.
The Situation

AIM quickly rewrote the history of communicating online. From its inception in 1997 to 2008, AIM has become a dominant category leader among IM giants such as MSN and Yahoo. Innovative by nature, AIM’s latest 6.5 software upgrade alone has been updated 5 times in the past year with the most current release as of January 9, 2008. AIM acquired Bebo for $850MM in March 2008, which has strong roots in Europe. Combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its 85MM in March 2008, which has strong roots in Europe, combined with AIM’s dominance in the US and its

Analysis

• Social networking is an easy way to share photos with friends and family
• It is a great way to network for jobs

In preparing our strategy and solution for AIM, we conducted the first 4 months of exploring existing articles, professional opinion, and primary research of AIM, the industry, and our target market. We’ve conducted 6 focus groups with video, and surveyed around 800 individuals, representing 46 out of 50 states. Here’s what we found out from our primary research:

• 65% use Facebook
• 43% are completely satisfied with their current social networking service
• 76% use AIM

Actions Speak Louder than Words
Currently, over half of 18-24 year olds maintain a social networking profile and regularly send and receive IM. It is the second most used activity online (second to email). For young adults, social networks are a major component of online activity and it has become such an important new media that advertisers have responded quickly. The industry offers enormous potential and AIM is a viable candidate in the game wanting a piece of the pie. For the other players like Myspace and Facebook, many predictions unfortunately support a vision of the typical grazing pattern of users. To sum up several similar views, Marc Canter, a pioneer in social networking and author of People Aggregator online, said it well:

"Humans are migratory beasts and they'll not sit still, while they want to maintain the relationships they established in Friendster, Orkut or MySpace - they also wish to go onto Facebook, the Chocolate Lovers Network or even LetsCricket. So 2008 will see a growth in the ability of end users to freely move between networks - taking their social graphs with them."

This is the opportunity AIM is looking for in order to become a more dominant competitor in the social realm online. In addition, the companies that will not use social media tools to make the voice of their customers heard will lose in front of competition.

Industry Trends

- Personal interest will reshape the web, reducing the frequency of site-to-site hopping and casual, dominant so far.
- Personal interest will reshape the web.
- Human nature and interests will form affinity groups and niches.
- Influencing and usefulness will be valued more.
- Humans are migratory beasts and they'll not sit still, while they want to maintain the relationships they established in Friendster, Orkut or MySpace - they also wish to go onto Facebook, the Chocolate Lovers Network or even LetsCricket. So 2008 will see a growth in the ability of end users to freely move between networks - taking their social graphs with them.

Gray Hall from Pringo (a social networking service) made four promising predictions for 2008:

1. **Industry Trends**
   - Humans are migratory beasts and they'll not sit still, while they want to maintain the relationships they established in Friendster, Orkut or MySpace - they also wish to go onto Facebook, the Chocolate Lovers Network or even LetsCricket. So 2008 will see a growth in the ability of end users to freely move between networks - taking their social graphs with them.

2. **Personal interest will reshape the web.**

3. **Personal interest will reshape the web.**

4. **Personal interest will reshape the web.**

5. **Personal interest will reshape the web.**

6. **Personal interest will reshape the web.**

7. **Personal interest will reshape the web.**

8. **Personal interest will reshape the web.**

9. **Personal interest will reshape the web.**

10. **Personal interest will reshape the web.**

Currently, over half of 18-24 year olds maintain a social networking profile and regularly send and receive IM. It is the second most used activity online (second to email). For young adults, social networks are a major component of online activity and it has become such an important new media that advertisers have responded quickly. The industry offers enormous potential and AIM is a viable candidate in the game wanting a piece of the pie. For the other players like Myspace and Facebook, many predictions unfortunately support a vision of the typical grazing pattern of users. To sum up several similar views, Marc Canter, a pioneer in social networking and author of People Aggregator online, said it well:

"Humans are migratory beasts and they'll not sit still, while they want to maintain the relationships they established in Friendster, Orkut or MySpace - they also wish to go onto Facebook, the Chocolate Lovers Network or even LetsCricket. So 2008 will see a growth in the ability of end users to freely move between networks - taking their social graphs with them."

This is the opportunity AIM is looking for in order to become a more dominant competitor in the social realm online. In addition, the companies that will not use social media tools to make the voice of their customers heard will lose in front of competition.
Strengths
- Dominates social networking worldwide
- 3rd most visited website online
- Achieved 300MM accounts as of Feb. 6, 2008
- Now provides a variety of products and services
- Perceived as cleaner, sophisticated, and respected

Weaknesses
- Not as customizable as MySpace
- Security and virus issues with user profile content
- Experienced child safety and predator issues reported in media
- Currently has 64MM active users

Strengths
- Not as customizable as MySpace
- 3rd most visited website online
- Achieved 300MM accounts as of Feb. 6, 2008
- Currently has 64MM active users
- Increased from 60th to the 7th most popular website from 2006 - 2007

Weaknesses
- Not as customizable as MySpace
- Security and virus issues with user profile content
- Experienced child safety and predator issues reported in media
- Currently has 64MM active users

Social Networking Giants
Strengths

- AOL has highly reputable brand recognition
- AIM is largest IM service in US and 2nd in world
- AIM provides several IM products
- AIM has extensive relationships with other brand users in social media products
- AOL is experiencing aggressive global expansion

Weaknesses

- Research revealed AIM.com as difficult to navigate
- Reputations for security weaknesses and viruses through IM
- Expanding clientele of client-based audience since 2003
- Social media product usage is very low

Opportunities

- Facebook accounts continue to increase by 10MM per week
- Facebook continues innovation of its social media products
- Potential Web 2.0 - Web 3.0 integration and innovation
- Reaches 6MM UVs of 18-24
- Predictions of potential social media crossover in 2008
- Conversion of other brand users to social media products

Threats

- IM products of Yahoo!, Google, Skype, and MSN are growing
- MySpace continues innovation of its social media market
- MySpace continues innovation of its social media products
- Google's domination online is reaching social media market
- Google's domination online is reaching social media market
- Reputations for security weaknesses and viruses through IM

SWOT

- Reaches 6MM UVs of 18-24
- Potential Web 2.0 - Web 3.0 integration and innovation
- Predictions of potential social media crossover in 2008
- Conversion of other brand users to social media products
1. The #1 reason for social media crossover. We suspected that users wouldn’t budge as long as their friends were somewhere else. We were wrong. Research revealed that 52% of users chose another service because of better features and benefits, and 50% use a mix of different services. 58% of AOL instant message users who use AIM, said they were unaware of any social media services. It seems the real issue is that all online users are most likely unaware of the existence of AIM’s social media products.

2. AIM.com has navigational issues. After analyzing AIM.com and questioning our target market, we’ve learned that the website is very difficult to navigate, and the communication of its products is confusing. Because of the variety of unique terms under the AIM umbrella, users also become confused as to what each product provides. This relates to connection number one and further discovery of AIM.com as potentially losing users to better features and benefits elsewhere.

3. The Internet is like a new world. Our target audience has grown up with this media and is a large part of who they are and what they do in their spare time. An intriguing aspect of the Internet is the ability to control a message and how one is perceived. Unlike reality, a user is able to formulate, edit, or even delete a message before it is communicated. People can control how they are seen, by posting the best photos and videos of oneself. Like one of AIM’s former ads, “I AM saving your butt,” on the Internet you can be who you want, because you can control who you want to be.

4. The online video craze. YouTube’s raging 30MM viewership is predicted to increase in 2008 and beyond. An estimated 75MM videos are searchable and they have a regular UV trial of 3MM daily. Google apparently caught the vision of the impact YouTube had as it acquired the video portal service for $1.65 billion. In 2006 YouTube announced its video awards for a variety of categories like best comedy, most creative, most adorable etc. Smosh won the best comedy, Ask a Ninja won the best series. The ninja posts podcasts and videocasts in response to emails as he speaks in a ninja outfit, exaggerating hand gestures and over-use of the word ninja in a hilarious brief format. The viral nature of YouTube has created a number of celebrities that grow a huge fan base instantly.

5. Reality shows are still hot. The Writers’ Strike caused a spike in viewership as 26% said they would most likely replace their favorite program for a current reality show. American Idol has topped the charts for the third season in a row during 2006 - 2007. Other notably successful programs for a current reality show. American Idol has topped the charts for the third season in a row during 2006 - 2007. Other notably successful programs for a current reality show. American Idol has topped the charts for the third season in a row during 2006 - 2007. As previously stated, the website is very difficult to navigate, and the communication of its products is confusing. Because of the variety of unique terms under the AIM umbrella, users also become confused as to what each product provides. This relates to connection number one and further discovery of AIM.com as potentially losing users to better features and benefits elsewhere.
**Target Markets**

**Outlets**

An individual(s) with a busy schedule who prioritizes social media as an outlet or source of relaxation with no compromise.

**Buzz Makers**

An individual(s) who thrives on being in the know, eager to spread his/her newfound knowledge through word of mouth.

Our key connections have helped us strategically select our target. Our target market of 18-24 is broken down into Social Networking and AIM Users. Both of these two markets include the following segments: Outlets, Buzz Makers, and Radicals.

Though considerably smaller than other potential segments, Radicals are also Buzz Makers, who are also Outlets within their specific markets. In addition, many AIM Users are also Social Networking Users, which make up the largest group. A whole both Social Networking and AIM Users comprise the ideal target market in promoting a viral campaign.

**AIM Users**

An individual(s) with a busy schedule who needs to spread the news.

**Social Networking Users**

An individual(s) who thrives on being in the know, eager to spread his/her newfound knowledge through word of mouth.

**Radicals**

An individual(s) who is an arousal seeker, trendsetter, or who is an early adopter of new ideas, willing to accept a challenge.
We all have dreams, passions, and unique hobbies – sometimes unknown by those who know us best. Like a 3D object, depending on what angle you see or know a person, you view only a limited dimension of that person, because of your perspective. Most of us are known and recognized for the most obvious dimensions people see in us, oblivious to the variety of other areas of our lives that make up who we really are. Our target market is in an exciting phase of life, facing many of the crossroads when new activities are explored, their identity is discovered, and life-altering decisions are made that shape who they will become.

Our target market is in an exciting phase of life, facing many of the crossroads when new activities are explored, their identity is discovered, and life-altering decisions are made that shape who they will become.

We will establish AIM as the social media hub that features the unique dimensions of its users. The AIM Dimension is about living a dimension of your life and media products to support it. The AIM Dimension is about sharing a dimension of your life and its social networking services. AIM users will feature a dimension of their life and use AIM’s social networking services to share it. AIM will create a new way to use social media products to support the most obvious dimensions people see in us, oblivious to the variety of other areas of our lives that make up who we really are. Social networking sites today are a great tool for living and exploring the dimension of one’s personality, because of your perspective. Most of us are known and recognized for the most obvious dimensions people see in us, oblivious to the variety of other areas of our lives that make up who we really are. Our target market is in an exciting phase of life, facing many of the crossroads when new activities are explored, their identity is discovered, and life-altering decisions are made that shape who they will become.

AIM will create a new way, to use its social media products as one service, while positioning a community of users who virtually share and network their own story – their AIM Dimension online. In essence AIM will establish and unite its social media products as one service, while networking the unique AIM Dimension(s) of its users. AIM will pioneer a new web 2.1 category online and a new reason to use social media products.
To communicate the AIM Dimension to our target market, we've developed an effective strategy, which will be used throughout our creative execution & pieces. From our research, we know that humor in ads appear to be far more popular with young people than ads featuring movies, music, or sports celebrities according to 12,512 respondents (Advertising Age, 2002). Our approach will be reaching our market with a message that speaks to the audience one on one. Since the heart of our strategy and concept is directly tied to the viral nature of social media—our message will have a lasting effect and be demonstrated in the ideal media selections outlined in our media strategy later.

Big Idea

[ A dimension of you. ]

Tagline

By selecting humorous individuals among AIM’s current users online, we will feature real-life examples of AIM Dimensions.

Actions Speak Louder than Words
The Vision

Hello! My name is Jenny, a pretty average girl, who likes music, guys, movies, & hanging out. I am also a prankster. Let's face it, when the opportunity presents itself, I jump on it, every chance I get. To further declare my unique hobby, I establish an AIM Dimension online where I post hilarious videos, pictures, daily blog stories, chats using IM, and links to a prankster network I have recently joined. With the new AIM wiki tool, I am able to collaborate with other pranksters, sharing advice, ideas, and networking together. Funny enough, Jenny recently got some news coverage on a local TV station. This boosted my AIM rating and UVs, as she began developing a fan base. I decided to utilize my hobby by establishing an AIM Dimension online where I post hilarious videos, pictures, daily blog stories, and share my life on AIM. http://www.aim.com/prankster21.html

The Jigsaw Craze is a band in a small suburb of Seattle, Washington. The foursome from college play alternative music and has recently been known for its tunes, creating a small craze and fan base in the area. To capitalize on the life they are already living, The Jigsaw Craze creates an account with AIM using a variety of social media products online. They create a page of each band member for fans to read up on their life on AIM, who likes music, guys, movies & hanging out. They create a buddy list of fans, create a blog of their life and daily activities, and even use their email to manage email. They develop a buddy list of fans, create a blog of their life and daily activities, and even use their email to manage email. They use AIM to create a page of each band member for fans to read up on the individual, or they could just establish a single page to serve as a home base for their fans. The Jigsaw Craze is a band in a small suburb of Seattle, Washington. http://www.aim.com/jigsawcraze.html

So, let us help you catch the vision of our campaign's potential in realizing specific interests or dimensions among users. Actions Speak Louder than Words 206
AIM.com features a variety of products like IM, Profiles, Chat, Userplane, People Connection, Polls, Comments, & Groups. Because of the number of products distributed throughout the site, navigating AIM.com becomes difficult. We've learned from our research that this is the core reason of confusion. We've designed and organized our recommendations concerning the website revamp to support our creative strategy and retain AIM users by slightly improving website features and functionality. We feel that it is crucial to give AIM new functionality and bring the gap between the old social media products and new social media products to meet users' needs with improved features. We support our creative strategy and are currently one of the top 5 most popular social websites online.

We've showcased our three main suggestions for the improvement of AIM.com:

1. AIM Wiki

Wikis are the new and innovative concept of user collaboration online. They enable the ability to collaborate and share knowledge, advice, news, and information that their network enjoys. As users live their AIM Dimension and share their story online, they will have the ability to network, share, collaborate, and share knowledge, advice, news, and information that their network enjoys.

2. AIM Video

YouTube.com has surprised us all with a new level of communication online since its inception in 2005 and is currently one of the top 5 most popular social websites online. We suggest AIM establish a wiki as an additional product of AIM. We've suggested AIM establish a wiki as an additional product of AIM. Within the video portal page, we suggest implementing links & content in a video screen profile, which would allow viewers to navigate directly to the video user's home page to learn more about the creator of the posted video. This concept will support our creative strategy and enhance the viral effect among our target market that we've seen demonstrated by YouTube.

Actions Speak Louder than Words
3. AIM Profiles Re-vamp

Instead of branding the different products from AIM, we suggest uniting everything as one product and service to users. Similar to the creation of PhotoSynth by Microsoft, the future of navigation online seems to be heading towards assembling content into a synergy of zoomable, navigable spaces, accessible from one page or screen. Though this innovative concept is still in the process of creation, AIM can still grasp a similar strategy. By decreasing the number of navigable ends to the website, users will conveniently use one page to access all social media products through drop downs & maximizing expanded pages within the same window. This page would represent a user’s AIM Dimension online- all packaged as their personal browser home page, that will load up automatically – similar to the IM service, by simply logging in to AIM.
1. Highlighted in green and orange next to prankster21’s picture, you can see how a user could have multiple “dimensions” to their page.

2. Look at the variety of tabs on the page featuring the most-used options in social networking and online communication.

3. Notice the “full view” option which would allow a user to expand to full screen, without having to click through to additional pages.

4. The “create / edit” button on the top right, allows a user to add more features to their page, customize the format, or upload new content.

5. We’d also like to point out at the top-middle of the page, displaying links to networks prankster21 belongs to. Within these network connections a user can search, network, and connect to the group wiki feature to collaborate with other users.

6. And don’t forget to check out the IM placed conveniently on the page, with the ability to be moved and positioned as usual.
To ensure our creative strategy starts out with a bang and remains alive n’ kickin, we’ve developed a new approach to viral marketing. For Facebook, viral was the key to a dramatic increase from 60th to the 7th top website from 2006 to 2007. By crafting a viral strategy in a similar way, AIM’s advertising budget will be used as our advantage to deploy our unique message to millions of users in our target market. After brainstorming a variety of possible approaches, we created a new concept called Viral Injection. Viral Injection is a strategy designed to enhance the traditional “call to action” in driving the audience to respond online. It’s so new that we’ve actually coined the term and even posted the definition on wikipedia.org.

Viral Injection is an innovative advertising strategy that injects traditional mainstream media with a viral message to naturally cause a call to action. The strength of our unique method is viral marketing at its best, treating traditional media in a non-traditional way. Viral Injection is an innovative advertising strategy that injects traditional mainstream media with a viral message to naturally cause a call to action. The strength of our unique method is viral marketing at its best, treating traditional media in a non-traditional way.
Our viral injection strategy will be distributed throughout a variety of media selections chosen to create a buzz among our target. We've considered the strength of several media to determine the most effective methods to reach our objectives. We will feature interactive marketing throughout our creative executions to create a one on one message, that will allow our consumer to interact by going online and sharing his/her discovery with friends. This will be an extremely efficient use of media, as we create a message for the recipient to share with others.
Enlighten Communications will kick-off the campaign with a “reality” competition encouraging people to express their AIM Dimension in life and online. With a special blend of spices, we’re confident that our recipe will cause our competitions to catch fire and grow virally by reaching our radicals who rally the Buzz Makers.

AIM Dimension Competition

The competition will officially be announced with a link from the AIM.com homepage to a simple page comprising all the rules, dates, and prizes. Users participating will be required to use AIM’s social media products to share their AIM Dimension and engage the community. The more attention they generate through UV’s, buddy lists, and local recognition will qualify them for some hefty prizes worth competing for.

After collecting applications and submitting a video example online, AIM will choose the top 50 teams or individuals with the most potential of creating a fan base or viral stir similar to what SMOSH or Ask a Ninja has accomplished. Participants will live their AIM Dimension and share their story through AIM’s social media products.

The competition will last for the duration of a normal season for a TV series. Naturally, like the effect of Ask a Ninja or Smosh, these teams will create a viral stir among the public and rally a fan base who continue to log on to AIM.com.

AIM Dimension Competition
Like some of the current online celebrities, the AIM Dimension Competition will be the intense competition. Actions speak louder than words. Depending on the success of this, additional seasons could be established with potentially even more intense competition. Towards the end of a season, our 50 contestants could become online celebrities. Fans of these 50 teams continue...
Monthly Competitions

The AIM Dimension Competitions will not only create viral, but it will also promote our concept for using social media in a new way. Our monthly competitions will generally be an extension from the seasonal AIM Dimension competition, but allowing an unlimited number of participants to join. The point of this competition will be to gather a large number of crossover users from other social networking sites, to establish AIM Dimension using social media products in a new way.

For this competition, participants will be required to use AIM's social media products. The number of views or likes on a Facebook, video camera, digital camera, or similar device will be rewarded monthly. The number of views or likes on a Facebook, video camera, digital camera, or similar device will be rewarded monthly.

At the end of each month, 3 teams or individuals will be recognized and rewarded. The rules will be similar to the Team Competitions, and winners will be selected based on local recognition and publicity. The number of hits to their pages, and the size of their buddy list, will also be considered in the selection process.

Other Competitions

Our monthly competitions will generally be an extension from the AIM Dimension competition, but allowing an unlimited number of participants to join. The point of this competition will be to promote our concept for using social media in a new way. The AIM Dimension Competitions will not only create viral, but it will also include a cash prize drawing. This is established to reward an entire college or university for usage of AIM and its social media products.

University Competitions

As usage increases with more AIM Dimension users, AIM will initiate a competition among universities, by displaying the statistics and current ranking online. This competition will be based on several variables to ensure balance and fairness among schools. The only requirement for this competition would be that participants use AIM accounts. This could be a collection of AIM Dimension users, or general product usage.

AIM will visit the top university chosen in the spring by scheduling a day of special events and prizes. A limited number of AIM products, such as key chains, t-shirts, beanies, lanyards, and supplies, will be handed out. A scheduled concert from a popular band will also be held.

A scheduled concert from a popular band will also be held. This is established to reward an entire college or university for usage of AIM and its social media products.
Bus Wraps
Enlighten is targeting public transportation for outdoor advertising. The advertising will be done in the following cities: New York, Chicago, Los Angeles, Boston, and Washington D.C. We have found 1/3 of rail commuters in these larger cities are 18-24. As they are commuting to and from school or work, they have time to think and we want them thinking about AIM. By having AIM advertised on the buses and bus stops, our target will constantly see the ads, as will the general populations of the cities. To add some humor to the bus wraps we will have part of the bus rap include aim bubbles on the windows of the buses. These bubbles will be positioned above the riders’ heads to look like they are saying or thinking the phrase written in the bubbles. The quotes will come directly from AIM.com’s website from selected users with humorous blogs featuring their AIM dimensions and include the URL address to go directly to the user’s page to learn more.

New York will have 4 buses wrapped for a one-year period.
Boston will have 7 buses wrapped for a one-year period.
Los Angeles will have 4 buses wrapped for one year.
Chicago will have 6 buses wrapped for one year.
Washington DC will have 4 buses wrapped for one year.

In a 2007 APN Outdoor study of our target,
- 59% said they have time to think while commuting
• 48% made a mental note of the advertisement
• 47% made inquiries about the advertisement
• 27% of the commuters wanted to buy the product.
Since our viral strategy will be the key element to the campaign, we will spot several TV commercials based on what the viral buzz is all about. The commercials will feature chosen video submissions directly from AIM.com. The commercial will show a clip of one of the AIM.com users living their AIM Dimension. The first slide will display AIM’s logo and new tagline: “A dimension of you.”

The commercial is simply a video without any voiceover of traditional structure. Visual information will cause a stir and interest to find out more. Without asking for it, AIM will carefully select the best, most provoking examples for television viewers, that will leave the viewer laughing and thinking. What is this AIM Dimension all about? The commercial will show a clip of one of the AIM.com users living their AIM Dimension. The spot will be aired during the entire commercial, with the last slide displaying AIM.com/prankster21 will be displayed at the bottom of the screen during the entire commercial, with the last slide displaying AIM.com/prankster21 will be displayed at the bottom of the screen during the entire commercial.

Online Digital Commercials

Similar to traditional TV, we will also place videos in commercials online with websites like ABC.com, NBC.com etc. that feature episodes from TV of our target market’s favorite shows like Lost, CSI, and Grey’s Anatomy. By advertising online during these episodes, AIM will have a higher concentration from our target market. With episodes from TV of our target market’s favorite shows like Lost, CSI, AIM will carefully select the best, most appropriate examples for television viewers.

Online Digital Commercials

The dimension of your TV / Internet
A guy dressed in “cowboy” attire acknowledges the entrance of his fellow intern.

Rocker Intern does “air guitar” and says, “You’re up!”

Cowboy Intern shooting his “guns”.

Intern begins presentation.

A shot to the intern, who is dressed in 80’s rock attire, giving presentation.

Intern finishes off presentation with solo on “air guitar.”

The CEO however isn’t pleased.

Walks into a room that says “Interns” above it.

Cut to board member nodding his head in agreement.

A guy dressed in “cowboy” attire acknowledges the entrance of his fellow intern.

Intern finishes off presentation with solo on “air guitar.”

The CEO however isn’t pleased.

Walks into a room that says “Interns” above it.

Cut to board member nodding his head in agreement.
Our print ads will incorporate viral injection by selecting the best examples that illustrate the AIM Dimension, we can control the message to ensure it's received and converts readers to the Internet. The ads will simply feature the short URL address and the AIM logo, leaving the reader to discover a humorous advertisement found in the middle of a magazine and visit the actual user's AIM Dimension page. After discovering the amusing content, the reader will visit the URL address to the actual user's AIM Dimension page and find out more about AIM products, services, and contests.

Print Ads

Actions Speak Louder than Words 218
<table>
<thead>
<tr>
<th>University</th>
<th>Readership</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York University, Washington Square News</td>
<td>250,000</td>
</tr>
<tr>
<td>University of Florida, Independent Florida Alligator</td>
<td>80,000</td>
</tr>
<tr>
<td>U.C. Berkeley, The Daily Californian</td>
<td>42,000</td>
</tr>
<tr>
<td>Brigham Young University, The Daily Universe</td>
<td>34,000</td>
</tr>
<tr>
<td>Arizona State University, State Press</td>
<td>120,000</td>
</tr>
<tr>
<td>Texas A&amp;M, The Battalion</td>
<td>46,000</td>
</tr>
</tbody>
</table>

AIM reported that users are 198% more likely to be students. University newspapers are not only effective in reaching the potential readership and pass-along. We will use AIM to show readership among our top 50 universities examples. To show readership among our top 50 universities, we will use AIM to show readership among our top 50 universities. Here are some

AIM.com/toiletmonster

Newspaper

Actions Speak Louder than Words 219

AIM.com/newsprint
AIM will display a "Cheoptics" advertisement in spot markets, specifically during the Warped Tour. Cheoptics displays show pictures or videos in 3-D form. This technology uses four projectors to create a three dimensional image. This display will tie in heavily with our ad campaign to share a dimension of yourself. This display will attract viewers by featuring first an average male student that suddenly flashes into different clothes and then into a professional break-dancer doing awesome moves. The next 30 second spot will feature a girl in casual school clothes that then appears in a joggin/exercise suit practicing martial arts. The display will attract attention and be the place where we distribute our free AIM bubble magnets that have a holographic AIM logo along with letters of the alphabet and a few words for writing out messages to family and friends. We will also offer contest info at the displays. The display is estimated to cost $5,000 a night to rent and $50,000 to be used 12 times in each of our spot markets, coming to a total cost of $60,000. The magnets will cost $.10 to produce and we will be giving out 120,000 (10,000 in each of our spot markets).
Hulu.com

Hulu is an online video service that offers hit TV shows. movies and clips at Hulu.com and other sites. Hulu offers entire episodes of television series like House, the Simpsons, Saturday Night Live and others. Movies and video clips are also available on Hulu. Currently, Hulu videos are available on AOL. We seek to further establish this connection by advertising on Hulu.com.

Product Integration
We plan to negotiate with a publishing company to network with a popular author, such as Michael Crichton, to include AIM Dimensions into the storyline. This product integration will not be an advertisement. Instead, AIM will be a fundamental part of the plot or part of the daily routine of social networking.

Cell Phones
This generation spends considerable amounts of time interacting digitally through online social networks, and mobile phones. According to Nielsen, online gamers are more than twice as likely to agree that part of the plot or part of the daily routine of social networking.

Video Games
According to Mintel, online gamers are more than twice as likely to agree that the Internet is a primary source of entertainment, and 1.75 times more likely to see the Internet as a way to socialize. By partnering with Capcom and EA Games, AIM will feature its IM service as method of communication among gamers interacting with other users online. By clicking on a link, a user will be directed to the Gamers Network online featuring a wiki where gamers can interact with other gamers. Additionally, gamers can share advice, tricks, and secrets with each other.

Actions Speak Louder than Words 221
Public Relations

In the minds of our target audience, and AOL’s public image as a consumer-friendly innovator, we need a strong impression and sense of curiosity supplemented and supported by America. Through the news, AIM will apply a strong impression and sense of curiosity and online information outlets such as blogs. Publicity will be a key element in the final marketing becomes有必要.

While the AIM-Dimensions campaign is underway, AIM will strongly stimulate its message by targeting newspapers

Press Releases

For both AIM, AOL as well as the producer of that video, the AIM user.

This exposure would be a wonderful opportunity to get exposure on national television and build an honorable name shows campaign to encourage views of that video and essentially bring users to AIM and increase that of AIM products.

the new campaign over Ellens, for example, will result in interesting videos that can be correlated with the AIM-Dimensions.

Once the enthusiasm and interest in the AIM-Dimensions campaign begins to dissipate it's in the media, an

News & Talk Shows

user to discover one of their many dimensions.

A AIM is currently a partner with Careerbuilder.com, which offers endless job postings, tips, and aid with resume building, interviews, networking, and other goal-setting tools for successful careers. However, Careerbuilder.com will become a platform on AIM that will promote a positive opportunity and association with the AIM-Dimensions vision to helping its

work and entertainment. The following examples will assist AIM in these efforts:

• Careerbuilder.com

Actions Speak Louder than Words
Media Schedule
### AIM Dimension Budget Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>$7,600,000</td>
</tr>
<tr>
<td>Digital</td>
<td>$2,900,000</td>
</tr>
<tr>
<td>AIM Competitions</td>
<td>$1,880,000</td>
</tr>
<tr>
<td>Magazines</td>
<td>$3,271,320</td>
</tr>
<tr>
<td>University Newspapers</td>
<td>$100,000</td>
</tr>
<tr>
<td>Transit</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Event Marketing</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Non-Traditional</td>
<td>$1,550,000</td>
</tr>
<tr>
<td>Hulu Advertising</td>
<td>$1,300,000</td>
</tr>
<tr>
<td>Product Integration</td>
<td>$100,000</td>
</tr>
<tr>
<td>Video Game Advertising</td>
<td>$1,300,000</td>
</tr>
<tr>
<td>Public Relations</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Campaign Evaluation</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Production</td>
<td>$790,000</td>
</tr>
<tr>
<td>Total Budget</td>
<td><strong>$24,991,320</strong></td>
</tr>
</tbody>
</table>

---

**Total Budget:** $24,991,320
As part of our campaign, we will evaluate whether we have met our objectives. In fact, we have already begun our evaluating our creative strategy. A major part of our strategy is to reach the radicals, the arousal seekers amongst the 18-24 year-old target. An on-line survey was created and sent out using a form of snowball sampling. In our survey we found that the majority of respondents indicated that during the last year, they had filmed random funny things their friends and they had done in the last year. However, only 1.7 percent had actually posted these videos to the web. Through our competitions, we will reach these radicals who want to post their videos to the web to be part of the reality craze and to have the chance to win. Our viral injection will in turn get the buzz makers watching the videos and sharing the web sites with their friends. Our advertisements in college newspapers will reach many buzz makers. We learned that 100 percent of the respondents were familiar with AIM social media. We will be able to measure the increase in the number of videos viewed and the number of videos shared. We will be able to measure our brand awareness by unaided recall tests via phone surveys. We have already done a preliminary survey in September of 2007. From that survey we found that 58.8 percent of the respondents were not aware of other social media services. We will be able to measure our brand awareness by unaided recall tests via phone surveys. We will be able to measure our brand awareness by unaided recall tests via phone surveys.