### New Course Document

#### Document Overview

**Description** | SB BUSB-M 544

#### Course Request Key Fields

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#### Course Catalog Attributes

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#### Course Attributes for Scheduling

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### 21. Instructor Name:

Monle Lee

### 22. Estimated Enrollment:

12

### 23. Estimated Enrollment Percent Expected to be Graduate Students:

100

### 24. Frequency of Schedule:

Once Per Year

### 25. Course Typically Offered:

Fall Term

### 26. Will this course be required for majors?

Yes

### Additional Course Information

#### 27. Justification for New Course:

Currently we use F508 for the Management of Promotion course. We now wish to use the course number M544 (IU Kelley School) with a slight change in the title of the course to not only reflect that this as a Marketing course, but also more accurately reflect the contents covered in this course.

#### 28a. Does this course overlap with existing courses?

No

#### 29. Are the necessary reading materials currently available in the appropriate library?

Yes

#### 30. Do you anticipate this course will require a special fee? (Information Only)

No

### Essential Syllabus Information

#### ESI1. Course Content:

Overview of Integrated Marketing Communications; Marcom's Challenges: Enhancing Brand Equity, Influencing behavior, and Being Accountable; Facilitating the Success of New Brands; Targeting; Positioning; Objective Setting and Budgeting; Overview of Advertising Management; Effective and Creative Advertising Messages; Message Appeals and Endorsers; Strategic Copywriting: how to create effective advertising; Advertising Media: Planning and Analysis; Traditional Advertising Media; Internet Advertising; Other Advertising Media; Sales Promotion and the Role of Trade Promotions; Sampling and Couponing; Premiums and Other Promotions; Marketing-Oriented Public Relations and Word-of-Mouth Management; Event and Cause Sponsorships; Ethical, Regulatory, and Environmental Issues in Marketing Communications; Signage and Point of Purchase Communications; Measuring Advertising Message Effectiveness

#### ESI2. Representative Bibliography or Resources:


#### ESI3. Teaching and Learning Methods:

lecture, project, exams, presentation

#### ESI4. Learning Outcome/Objectives:

At the end of this course, students should be able to complete an integrated marketing communications campaign proposal.
### ESI 5. Learning Assessment:
three exams, a written report, oral presentation

#### South Bend Campus Specific Questions

| SB1. Does this course satisfy General Education requirements? * | No |

#### University Graduate School Specific Questions

| UGS1a. Is this a cross-listed course? * | No |
| UGS2a. Is this a joint-listed (combined section) course? * | No |

#### Notes (0)

#### Attachments (1)

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Proposed new course number & title: M544 Managing Advertising and Sales Promotion
SCHOOL OF BUSINESS & ECONOMICS
INDIANA UNIVERSITY SOUTH BEND

F508 Management of Promotion
(7:00-9:40 p.m. Mondays DW1180)
(prerequisite D501)

Dr. Monle Lee
Fall 2010
Office: AI#204D
Phone: (0) 520-4145
e-mail: mlee@iusb.edu
Office Hours:
MWs 12: 50 pm – 3:50 pm
(other times by appointment only)

Textbook - Required: Advertising, Promotion, and Other Aspects of Integrated Marketing Communications by T. Shimp, 8th edition (Thomson/South-Western 2010)


8/30 Introduction
Class project: main learning objective(s) - hands-on learning and real-world experience

Chapter 1: Overview of Integrated Marketing Communications
Main learning objective(s): appreciate the proactive of marketing communications and recognize the marcom tools used by practitioners; describe the philosophy and practice of integrated marketing communications; understand the five key features of IMC; recognize the activities involved in developing an integrated communications program

Project Discussion

9/06 Labor Day

9/13 Chapter 4: Targeting
Main learning objective(s): appreciate the importance of targeting marketing communications to specific consumer groups; understand the role of behaviorographics in targeting consumer groups; recognize that any single characteristic of consumers – whether their age, ethnicity, or income level – likely is not solely sufficient for sophisticated marcom targeting
Chapter 5: Positioning (pp. 134-140)
Main learning objective(s): Introduce the concept and practice of brand positioning; describe how brands are positioned in terms of various types of benefits and attributes.

Chapter 6: Objective Setting and Budgeting
Main learning objective(s): understand the process of marcom objective setting and the requirements for good objectives; describe the hierarchy-of-effects model and its relevance for setting marcom objectives; explain the relation between a brand’s share of market (SOM) and share of voice (SOV); explain the various rules of thumb, or heuristics, that guide practical budgeting.

Chapter 7: Overview of Advertising Management
Main learning objective(s): understand the magnitude of advertising and the percentage of sales revenue companies invest in this marcom tool; appreciate the various functions advertising is capable of performing; understand the functions agencies perform and how they are compensated.

Chapter 8: Effective and Creative Advertising Messages (pps. 208-209; 213-227; 234-236)
Main learning objective(s): appreciate the factors that promote creative and effective advertising; understand a five-step program used in formulating advertising strategy; describe the features of a creative brief; explain alternative creative styles that play a role in the development of advertising messages.

Project Discussion/Video Cases

Chapter 9: Message Appeals and Endorsers
Main learning objective(s): describe the role of endorsers in advertising; explain the requirements of an effective endorser; describe the role of humor in advertising; discuss the role of sex appeals in advertising, including the downside of such usage; explain the meaning of subliminal messages and symbolic embeds; appreciate the role of music in advertising.

Strategic Copywriting: how to create effective advertising (Book two: handouts will be given to the students)

Project Discussion/Video Cases

Test 1: Chapters 1, 4, 5, 6, 7, 8, 9 and Strategic Copywriting

Chapter 11: Advertising Media: Planning and Analysis
Main learning objective(s): describe the major factors used in segmenting target audiences for media planning purposes; explain the meaning of reach, frequency, gross rating points, target rating points, effective reach, and other media concepts; perform...
cost-per-thousand calculations; review actual media plans

10/11 Chapter 12: Traditional Advertising Media
Main learning objective(s): understand the role and functions of an advertising agency; recognize television, magazines, newspapers, radio, and outdoor advertising as components of the major media; detail the strengths and limitations for each of the major media components; describe buying procedures for each of the major media components

Media Planning Workbook (handouts will be given to the students)

Project Discussion/Video Cases

10/18 Chapter 13: Internet Advertising
Main learning objective(s): appreciate the magnitude, nature and potential for Internet advertising; understand how Internet advertising differs from advertising in conventional mass-oriented advertising media, as well as how the same fundamentals apply to both general categories of ad media; appreciate the importance of measuring Internet advertising effectiveness and the various metrics used for this purpose

Chapter 14: Other Advertising Media
Main learning objective(s): explain why postal mail advertising is an efficient and effective ad medium; understand p-mail’s five distinctive features compared to mass forms of advertising; appreciate the role of database marketing, data mining, and lifetime-value analysis; appreciate the value of yellow-pages advertising; appreciate the potential value of various other ad media

Project Discussion/Video Cases

10/25 Chapter 15: Sales Promotion and the Role of Trade Promotions
Main learning objective(s): define the targets of sales promotions; explain the shift in marketing communications from advertising to sales promotion; enumerate the capabilities and limitations of sales promotions; identify the conditions under which a sales promotion is likely to be profitable; identify various types of trade allowances; discuss the issues surrounding slotting allowances; explain the practices of forward buying and diverting; discuss various forms of trade-oriented promotions including point-of-purchase materials, training programs, specialty advertising, and trade shows

Chapter 16: Sampling and Couponing
Main learning objective(s): appreciate the objectives of consumer-oriented sales promotions; recognize that many forms of promotions perform different objectives for marketers; know the role of sampling, the forms of sampling, and the trends in sampling practice; be aware of the role of couponing, the types of coupons, and the developments in
couponing practice

**Chapter 17: Premiums and Other Promotions**
Main learning objective(s): understand the role of premiums, the types of premiums, and the developments in premium practice; be aware of the role of rebates and refund offers; know the differences between sweepstakes, contests, and games, and the reasons for using each form of promotion

11/01 **Test 2: Chapters: 11, 12, 13, 14, 15, 16, 17 and Media Planning**

**Chapter 18: Marketing-Oriented Public Relations and Word-of-Mouth Management**
Main learning objective(s): identify the most important activities and functions of public relations; determine when and how to use proactive and reactive marketing public relations; appreciate the importance of word-of-mouth influence

**Project Discussion**

11/08 **Chapter 19: Event and Cause Sponsorships**
Main learning objective(s): Understand event sponsorships and how to select appropriate events; understand how and why companies ambush events; recognize the nature and role of cause-related marketing (CRM)

**Chapter 21: Ethical, Regulatory, and Environmental Issues in Marketing Communications**
Main learning objective(s): identify the responses that marketers have made with regard to environmental problems; identify major federal and state regulations of marketing communications; discuss ethical issues in marketing communications

**Project Discussion/Video Cases**

11/15 **Chapter 20: Signage and Point of Purchase Communications**
Main learning objective(s): appreciate the role and importance of on-premise business signage; review the various forms and functions of on-premise signage; understand billboard advertising’s strengths and limitations; appreciate the role and importance of point-of-purchase advertising

**Chapter 2: Marcom’s Challenges: Enhancing Brand Equity, Influencing behavior, and Being Accountable**
Main learning objective(s): explain the concept of brand equity from both the company’s and the customer’s perspectives; describe the positive outcomes that result from enhancing brand equity; understand how marcom efforts must influence behavior and achieve financial accountability

**Advertising Layout: handouts will be given to the students**
11/22 **Chapter 3: Facilitating the Success of New Brands**

Main learning objective(s): appreciate marcom’s role in facilitating the introduction of new brands; explain the innovation-related characteristics that influence adoption of new brands; explain the activities involved in the brand-naming process; appreciate the role of logos; describe the various elements underlying the creation of effective packages.

**Chapter 10: Measuring Advertising Message Effectiveness**

Main learning objective(s): explain the rationale and importance of advertising research; describe the various research techniques used to measure consumers’ recognition and recall of advertising messages; illustrate measures of physiological arousal to advertisements; examine some key conclusions regarding television advertising effectiveness

**Project Discussion/Video Cases**

11/29 **Test 3: 2, 3, 10, 18, 19, 20, 21 & Advertising Layout**

**Project Discussion/Video Cases**

12/6 **Project Presentation** (you can also turn in your project on the day of your presentation)

12/13 **Final Project Due (by 7:00 p.m.) please submit via OnCourse email attachment (please use .doc NOT .docx)**

* Additional reading materials will be given at the proper times
** The instructor reserves the right to make any changes
*** The sequence of the chapters covered has been rearranged to fit into the schedule for term project.

Objectives of This Course:

1. The basic advertising and sales promotion concepts will be discussed.
2. The roles of the promotion function within the organization will be examined.
3. However, the design, management, and integration of a firm's promotional strategy will be emphasized.

Office Hours and Appointments:

If the office hours listed above are not convenient for you, please feel free to schedule an appointment. Appointments can be scheduled by calling 520-4145 (Leave your name and telephone number). Questions involving a short answer can usually be answered before or after class without scheduling an appointment. **Preferred method of communication:** mlee@iusb.edu
Assigned Readings:

It is essential that all text assignments be read. A well prepared student usually finds himself/herself in a better position to prepare for the class exam and get ready for the real world practice.

Attendance:

Attendance will be taken periodically in class. Early in the semester identify a partner with whom you can exchange handouts, assignment sheets and share class notes. Normally, less than one absences will not affect your grade.

Makeup of Exams:

Please try and take exams on the scheduled dates. Makeup of exams will be determined on an individual basis and the test questions will be added or changed. If an emergency or illness is going to prevent you from taking an exam at the schedule time, please contact the instructor before the exam. You are required to submit an excuse sheet/note written, for example, by your doctor or your supervisor. (It’s your responsibility to send an e-mail to confirm your new test date.) All of your grades will be posted on OnCourse, usually before the weekend. If you have any questions regarding to your grade, please come to your instructor’s office to review.

Class Participation:

The students should read all assignments (chapters, cases, handouts) before coming to the class. He/She would be expected to express his/her opinion during these discussions. Student involvement is important in this class and will be graded accordingly. Visit to your instructor’s office will be counted for the participation grade.

The Academic Dishonesty Policy:

The School of Business and Economics has a zero tolerance policy regarding cheating, fabrication, and plagiarism.

Students with disabilities:
If you have a disability that may require assistance or accommodations or if you have questions related to any accommodation for testing, not takers, readers, etc., please speak to me as soon as possible. Students may also call Disabled Student Services (520-4832) for additional information about services available at IUSB.

Grading:*
1 – 3 Tests 65%
Class participation + Attendance 6% + 4%
Class project presentation/report 25%
(instructor and classmates grades, including your consultation of project with your instructor every week or two)

100%

* The instructor reserves the right to make any changes on the composition of this section.

A+ 97.5% or higher  B- 80.0% - 83.4%  D 63.0% - 67.4%
A  93.5 - 97.4%  C+ 77.5 - 79.9  D- 60.0 - 62.9
A- 90.0 - 93.4  C  73.5 - 77.4  F Below 60%
B+ 87.5 - 89.9  C- 70.0 - 73.4
B  83.5 - 87.4  D+ 67.5 - 69.9

* Essay (Case analysis) exam will be scored on the basis of these three factors:
1. Quality of thought: the selection and the adequacy of ideas and supplementary details, and the manner of their organization.
2. Style: clearness, effectiveness and appropriateness, including matters of structure and diction, emphasis, the means of transition between ideas, and the finer points of simplicity, economy, variety and exactness of expression.

* Students are encouraged to use different desktop publishing (e.g. QuarkXpress) and other software package (e.g. PowerPoint and Excel) for their project presentation and final report.

Class project: There will be up to 2 members in each group (your instructor will make the final decision); choose your own teammates; (You can turn in the project on the day you present; however, if you want to make changes on that copy, your final written paper is due by 7:00 pm, Monday, December 13, 2010).

Grading Procedures for the Paper:
The term project is 25% of a student's semester grade. Periodic meetings with the instructor to discuss project progress and problems (usually once a week) are important and will be graded accordingly. If you have any trouble with your teammates(s), please tell the instructor as soon as possible. The instructor will make any necessary arrangements after investigation. Peer evaluations will be distributed and collected. Grade will be affected if any students do not fulfill their duties during the course of the semester.

Deadline for each part of the project for your instructor’s comments: there are in total five parts (Executive Summary, Marketing Strategy, Media plan, Creative, and Budget/ROI); 5% will be deducted (out of your project grade) for missing the deadline each day.
1. Marketing Strategy (including primary and secondary Market Research; you need to submit your questionnaire for approval by Saturday, September 18) – Monday, October 11

2. Media Plan – Monday, October 25 (including media schedule flowchart)

3. Creative – Saturday, November 13 (including creative brief and draft ads)

4. Budget (and ROI) & Executive Summary - Monday, November 22

Class Project: The Honda CR-Z Integrated Marketing Communications (IMC) Challenge

Goal: The goal of the CR-Z IMC Challenge is to develop and execute a 6-week integrated marketing communications campaign (for the class schedule purpose – any 6-week period, suitable for your campaign objectives, but should be within the six months of 2011) for an all-new Honda model – the CR-Z sport hybrid coupe.

Background: About Honda CR-Z
The all-new 2011 Honda CR-Z sport hybrid coupe introduces sleek styling and sporty handling to the hybrid segment. It is the first hybrid designed to maximize style and fun in addition to efficiency and economy. The CR-Z is powered by a 1.5-liter i-VTEC engine with Honda’s compact and lightweight Integrated Motor Assist (IMA) hybrid-electric system. The two-passenger CR-Z introduces a new three-mode drive system that allows the driver to select between Sport, Econ (Economy) and Normal driving modes. The CR-Z achieves excellent fuel economy and low emissions without sacrificing a sporty driving experience. The CR-Z with a continuously variable automatic transmission gets fuel economy of 39 mpg on the highway and 35 mpg in the city. The CR-Z with 6-speed manual transmission, which is tuned for better performance, gets fuel economy of 37 mpg on the highway and 31 in the city.

The CR-Z will go on-sale August 25th and is priced competitively starting at $19,200 – making it one of the most affordable hybrids available. Although CR-Z is a unique offering the in the market, competitors could include other sporty, fuel efficient cars such as the Mini Cooper and Scion TC.

CR-Z key attributes:

- Stylish exterior.
- Sporty packaging – seating for two with ample cargo space.
- First hybrid offered with a 6-speed manual transmission for a more performance-oriented driving experience.
- High teach and futuristic interior with unique 3-dimensional illuminated gauges.
- Interactive 3-mode driving system (normal, econ and sport).
- Excellent fuel economy.
- One of the most affordable hybrids on the market starting at $19,200 (base CR-Z) and topping out at $23,210 (CR-Z with navigation).

Please check out:

http://cr-z.honda.com/consumer site)
CR-Z Target Buyer
Honda saw a need for a fun-to-drive, stylish, yet environmentally responsible vehicle that would appeal to 18-35 year old drivers. Based on market research, sales trends, demographic and psychographic information, Honda developed the following profile of the CR-Z target buyer:

- Equally split between male and female.
- 18-35 years old.
- In college or college educated.
- Single.
- Household income of $40,000 - $60,000.
- Personality: want to stand out from the crowd, like the newest technology, always connected, and enjoy experiencing new things.
  1. Passionate about life and the environment but don’t want to sacrifice performance with their vehicle choice.
  2. What a vehicle that makes them feel in control and gets them to their destination in style.
  3. Driving is more about the journey than the destination.
- Actively engage in social media and use technology to connect to their friends and family.
- They get their information from a variety of sources including the Internet, blogs and user generated content sources.
  1. They trust the opinion of their friends, not necessarily the experts.

Objectives and Scope of Work
American Honda is asking teams to submit a 6-week integrated marketing communications campaign which promotes the unique qualities of the Honda CR-Z and generates excitement for the car with the target buyer.

Every activity, event, promotional idea or media pitch presented in the proposal should meet the objectives for the overall Honda CR-Z launch, which are listed below.

The primary objectives of the Honda CR-Z media launch are:

- Raise awareness of the Honda CR-Z among the target buyer
- Create buzz and excitement about the Honda CR-Z among the target buyer by using non-traditional media outlets and social media.
- Use messaging to position and creative an understanding of the Honda CR-Z as the first stylish and sporty hybrid that is fun to drive and affordable.

The obtain coverage for the Honda CR-Z in traditional media outlets (print, television, Internet, radio) that reach the target audience.
Raise Honda’s environmental image among the target audience.

**Scope of Work:**
Each team should include focus on these major points within their campaign:

1. Develop a comprehensive 6-week IMC campaign for the CR-Z.

2. Strategically assess the best opportunities to raise awareness of the CR-Z through all facets of social media.

3. Develop a creative approach to build buss on social media outlets about the CR-Z, which motivates the target audience to purchase the product and raises the awareness of Honda’s environmental image.

4. Create a set of metrics to measure the success of the campaign.

5. Budget (enough to cover the 6-week campaign); educational guess – between $1 – 2 million.

**Activities:**
In order to adequately develop the points outlined in the Scope of Work and provide a baseline to evaluate each team, the CR-Z Challenge team project must include several specific activities. All these activities should come together to form a comprehensive IMC campaign with clear goals and metrics. Teams need to be creative and use social media and other media outlets to generate excitement surrounding the car.

All project ideas must be realistic and should be able to be implemented over the course of a 6-week campaign. Everything put in the project must be thoroughly researched and be viable to execute.

All activities need to be put into an overall creative, 6-week IMC campaign with clear communication goals and metrics. Each activity must include a measurement goal, which could be the number of fans generated, number of followers gained, number of people who purchased the car, etc. Copy of draft advertising materials should be also included. You must use social media channels e.g., Facebook, Twitter, YouTube), at least one non-traditional media outlet (e.g., blog), at least one traditional media outlet (e.g., newspaper, magazine, television, Website or radio broadcast), at least one event (on or off campus.)

Each activity listed should come with adequate explanation of how it supports the primary and secondary objectives of the CR-Z media launch as well as how it reaches the target audience and how the activity will be measured. **Page limit for the project: 15 pages (main sections: executive summary; media plan; creative plan; and budget/ROI (supplements, including a copy of your questionnaire, included in the appendix)**