JOUR 4212/7212
Sports and Entertainment Promotion

Instructor: Dr. Frisby
Strategic Communication Dept.
Missouri School of Journalism
140B Walter Williams Hall
Work: 573 882 6232 Home 574.445.6349
Email: FrisbyC@missouri.edu
Office hours: Mon 1 - 2:30 and Wed 2 - 4 pm and by online appt:
http://www.genbook.com/bookings/slot/reservation/30107115
YOU MUST SCHEDULE YOUR APPOINTMENTS!!!
Course website: http://blackboard.missouri.edu
Course meets: Monday and Wednesday
11:00 - 11:50 am

Where: 303 Lee Hills Hall
Semester: Spring 2015

Textbooks: Research Methods in Sport Management, by Ming Li, Brenda G. Pitts, Jerome Quarterman
Sports Marketing: A Strategic Perspective by Matthew Shank; The PR Styleguide: Formats for Public Relations Practice by Barbara Diggs-Brown

Requirements: By Instructor Consent ONLY
JOIN OUR COURSE FACEBOOK FAN PAGE:
http://www.facebook.com/J4301SportsAndEntertainmentPromotion#
J4212/7212 SPORTS AND ENTERTAINMENT PROMOTION
INTEGRATED BRAND PROMOTION

COURSE DESCRIPTION

This course is designed to give students an introduction to integrated brand promotion and its impact on sports and entertainment. Students will be exposed to advertising, promotion, market research, social media, traditional and new media, and other components of the sports and entertainment promotion industry. Students will also be involved in many hands-on projects to learn the basic concepts of sports and entertainment promotion and communication.

Sports and Entertainment Promotion surveys the strategy, techniques and communication media employed to market the range of sports and entertainment products available to the American audience. The course examines the organizations and people who conceive, create and distribute video, film, print, interactive and new technology within the framework of the sports and entertainment promotion landscape.

This course is meant to cover two basic components of sports and entertainment promotions: (1) the use of sports and entertainment as a promotional tool; and (2) the emerging considerations and trends relevant for both sports and entertainment industries. Component one addresses the various domains of the sports and entertainment promotional environment and traditional sponsorship. Component two addresses the emerging issues of relationship marketing, technology, and controversial issues within the sports marketing industry. Students will conduct their own independent research projects wherein they will identify, analyze, and write research reports on emerging trends in the sports and entertainment industry. Students will also be responsible for the creation of an all-inclusive media kit and/or campaign plan that might be considered for implementation by managers of particular sport and entertainment organizations. Through assigned readings, lectures and case discussions and presentations, students will learn how to think strategically, creatively and entrepreneurially. Students will

COURSE OBJECTIVES

By the end of this course, students should know:

• marketing tools (e.g., research, segmentation) for sports and entertainment promotions

• perspectives of participants and spectators as consumers

• how the marketing mix relates to sports and entertainment products

• how media kits and events are created to advertise and promote entertainment sports and projects.

• the importance of writing skills and will and learn how to write feature articles, press releases, TV spots, and other reports similar to the actual work being done today in the sports and entertainment industry.

• how to interact with executives in the business.

• career choices in the sports and entertainment industry
produce plans similar to the actual media kits and plans being done today in sports and entertainment, observe current marketing activities and trends, write short papers, present to the class, and develop an overall media kit and marketing and event plan for a sports and/or entertainment client. Guest speakers -- executives in the industry -- as available, are invited to supplement course readings and assignments.

COURSE POLICY AND PROCEDURES

(important fine print policies about class success and grading):

- Learning is best achieved through active class time participation and actual preparation - doing things like reading assignments, rigorous study for exams, and careful preparation of papers and other written assignments. Preparation, timely completion of assignments and active participation are required and will affect the student’s grade in the course. If you miss class, make arrangements with peers to collect class information, announcements and materials. Information will not be repeated for those who are tardy or absent.

- All written work must meet the following criteria before instructor evaluation:
  - Be typed with adequate margins and spacing using APA format unless otherwise indicated by the instructor (follow format of specific assignment.)
  - Be clear, organized, and a logical development of the student’s ideas.
  - Avoid vagueness and unsupported generalization.
  - NEVER use another person’s ideas, phrases, sentences, or terms without acknowledging the source since this is plagiarism and is subject to an “F” grade and possible dismissal from the program. The student may be subject to more severe university discipline.
  - Be thoroughly proofread if you expect an A.
  - Work is expected to be original and created specifically for this class by the student
  - Some assignments will be designated as deliverable via email submission. All computer assignment submissions must be sent as an attached file in Word or PDF and the file name must be in this format: Last name, first name, class number, short title (for example: Smith Samantha JXXX Web Site Analysis). Failure to follow this procedure will result in a minor grade deduction.
  - All assignments are due at class time on the specified date unless otherwise noted. Late papers will be received but will be assessed a penalty of one letter grade (10%) per class session. Students are reminded to consider the mathematical impact on their final grade of failing to hand in an assignment. (Better late than never - up to a point!). No assignments will be accepted after the last official day of class.
• If the student wants to demonstrate a higher level of competency for the subject material under evaluation, the written work may be resubmitted after consultation with the instructor.

• This criteria for grading are followed by this instructor. Students should recognize that an A represents outstanding work far beyond the basic memorization of the subject material.
  
  o A= Outstanding Includes criteria for “B” plus an innovative analysis/application of the subject matter along with extensive references and integration of course readings and other relevant material.
  
  o B= Very Good Includes criteria for “C” plus a demonstrated in-depth investigation/analysis/understanding of subject matter.
  
  o C= Average Adequately meets the criteria of accurate recall and use of subject matter.
  
  o D= Barely Passing Inadequately meets the criteria of accurate recall and use of subject matter most of the time.
  
  o F= Failure Inadequately meets criteria most of the time.

• Specific grading rubrics may be utilized for each assignment that will reflect this overall framework. (see page 6 of this detail for specifics)

• This class will be graded with plus and minus grades.

• Students should retain copies of their graded work until a final grade is received for the course.

• Students are advised to consult with campus services to receive assistance if they have concerns regarding skills in areas such as writing or studying or computer skills.

• Email: Each student is expected to have access to their MU email account. If that is not your primary email you can set up a referral email and check it regularly.

• Contacting the professor: Dr. Frisby should be contacted with her MU email (frisbyc@missouri.edu).

• Students are encouraged to ask questions of the professor in class time whenever possible to limit the email traffic where ever possible.

• Contacting students by professor: Any class emails sent to students from me will use your official mizzou.edu email that is in the system. If you have a primary email that is not your mizzou.edu account then please have your Mizzou email forwarded to your Gmail or Hotmail or other preferred address. Class lists will be sent blind so other student emails are not visible to recipients.

• Cellular phones, pagers and other electronic devices not being used for instructional purposes should be kept off during class.

• The classroom climate is an important factor for learning. In order to create a safe, welcoming and productive classroom environment, individuals are expected to show respect for each individual associated with the class, the facilities and equipment. Abusive, violent, disrespectful or disruptive behavior will not be tolerated. Students are referred to the policies and regulations section of the University Catalog for
university policies and code of conduct information. Students who are disruptive will be removed from class.

- Students are encouraged to be proactive and seek out the instructor as soon as they have any concerns about the class or their performance. The end of the semester is too late to take action to bring up a grade.
- The instructor will deal directly with each individual student on questions regarding grades or progress in the class (not with parents, relatives, friends or other representatives of the student).
- I would like to hear from anyone who has a disability which may need some modification of seating, testing in other class requirements so that appropriate arrangements can be made. Please see me after class or during my office hours.
- Attendance is mandatory. You will be allowed one week (one class) without penalty. A sign up sheet will be passed around during class. Make sure you sign it! Every class is important so please don’t ask me permission to miss class.
- Any assignment not submitted on due date will lose one letter grade for every week it is late. It is your responsibility to turn in your assignments directly to the professor when they are due. If you turn in an assignment in some other way (under office door or in box) at some other time (before or after due date), I am not responsible if it is lost or misplaced, so keep a copy.
- You will be expected to complete all reading assignments and participate fully in class discussions.
- It may be necessary to make changes in the syllabus according to how readings, videos, assignments, and presentations flow throughout the semester.

**COURSE EVALUATION AND PERFORMANCE**

**Course Requirements and Evaluation**

- Individual Media Kit Project 100 pts
- Individual Hot topic research report and 10-minute power point presentation of a selected sport marketing trend, development, problem, or issue 100 pts
  
  (60 points for written report/ 40 total points for presentation)
- In-Process Team Draft Reports (appx. 4-5 team reports) 50 pts
- Class Participation-Attendance-Facebook Posts/etc 100 pts
- TEAM PROJECT: Written Media Kit and presentation 400 pts

**Total Points** 750 points

Extra credit activities: (e.g. inviting a guest lecturer, scheduling and attending an informational interview with someone in the sports industry-not an athlete/player, attending a variety of sports events)
### LETTER GRADE EQUIVALENT

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>88-89</td>
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<tr>
<td>60-61</td>
<td>D-</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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</tbody>
</table>

Your final grade will be based on your performance during class discussions, on writing assignments, class attendance and your behavior in class during lectures, as well as the final group project. Your grades are awarded at my discretion and are not subject to change. If you would like to discuss a grade received please e-mail me personally. A statement of why you feel you deserve a different grade should be presented at that time.

Please read all assigned lessons and readings and be prepared to participate. The weekly breakdown for the class accompanies this syllabus, so use it to work ahead if you need to. Missed assignments cannot be made up. If you know you that you will be gone for some reason, be sure to turn in your assignment early.

### WRITING ASSIGNMENTS

Please note that a grade of 80 points (or a "B") is a typical grade for a good quality assignment. Written work **must** show exceptional understanding that includes integration of readings, lectures, information presented by guest lectures and the text. This is a requirement. Lack of citations from
course material will result in “average” or below average grades. In other words, assignments that do not contain all the required elements or incomplete answers will receive lower grades.

Assignments will be weighted heavily on grammar, spelling and your ability to follow directions since these issues are of paramount importance in the journalism industry (can you imagine an expensive Nike advertisement with a misspelling?).

- **A=Excellent.** Outstanding work in all respects. Demonstrates comprehensive and solid understanding of course material, and presents thoughtful interpretations, well-focused and original insights, and well-reasoned commentary and analysis. Includes skillful use of source materials (lecture and textbook citations, information gleaned from guest lectures, illuminating examples and illustrations, fluent expression, and contains no grammatical or typographical errors. The work is rigorous, creative, and shows a thorough knowledge of the materials presented in class. It is an excellent piece of work written in a clear and concise manner. Few, if any, errors of fact or writing are present. All aspects of the assignment are present and exceptionally completed.

- **B=Good.** This work demonstrates a complete and accurate understanding of course material, presents a reasonable degree of insight and broad levels of analysis. Work reflects competence, but stays at a general or predictable level of understanding. Source materials and examples are used appropriately but NOT EXTENSIVELY while articulation/writing is clear. Paper has been carefully proofread. The work has a few errors but shows a good effort at comprehending the material. It contains clear, understandable writing with some care and expression of knowledge. The writing needs more clarity, more development and/or more examples. The work may be missing some of the subtleties of the assignment.

- **C=Adequate/Fair.** This work demonstrates understanding that hits in the ballpark but which remains superficial, incomplete, or expresses some significant errors or weaknesses. Source materials may be used inadequately or inappropriately, and arguments lack concrete, specific examples and illustrations. Writing or articulation may appear vague, hard to follow, or loaded with typos and other technical errors. It is an adequate but superficial completion of the assignment. A number of assignment components are missing or not completed adequately. The discussion or argument is unsubstantiated or examples are missing. Sources are poorly cited, many errors of fact are present, or writing and grammar are inadequate.

- **D=Unsatisfactory.** This work demonstrates a serious lack or error in understanding, and fails to express the most rudimentary aspects of the course. Sources may be used entirely inappropriately or not at all, and writing is deficient. 1) fail to follow assignment directions/suggestions, 2) fail to complete at least ¾ of the assignment, or 3) fail to show an understanding of the materials (indicating you did not do the readings or you are not applying them). Getting a “D” or below means that you should talk to the instructor immediately.

- **F=Failed.** Work not submitted or attempted.

**PARTICIPATION & PROFESSIONALISM**

Participation and professionalism points indicate responsibility taken for one’s own intellectual development. The participation & professionalism points available in this course are awarded at the instructor’s discretion.
Participation points encompass everything that you do in this class. The first participation points you earn will be for supplying the instructor with necessary information at the beginning of the course (i.e. intro survey, hot topic request, etc). The remaining participation and professionalism points can be awarded for extra effort put into online interactions (i.e., Facebook postings) and taken away for sub-par efforts including constant tardiness with assignments, using computer during class for things other than note taking, failure to participate, and unprofessional behavior.

DEADLINES

In short, don’t miss them. There are no make-ups, no extensions, and no excuses -- just like in the real world. Also, please note that computer or e-mail problems are not an acceptable excuse for not participating in discussions or for losing your homework. It will help if you write all due dates down on a calendar so that you can be sure to keep up.

IMPORTANT NOTES ABOUT NETIQUETTE, HONESTY, INTEGRITY, AND HOLIDAYS

I generally check my email several times a week, more frequently in the beginning of the semester. You can reach me through the Campus e-mail system. If you need an immediate answer or have an emergency, contact me through my work phone at 573 882 6232 or by cell phone at 573 268 6232.

Any e-mails submitted through my campus email address during the weekdays will be answered within 48 hours. Weekend e-mails will be answered on the next weekday of classes and/or following a holiday (i.e. if there is a school holiday on Monday, the e-mail will be answered on Tuesday).

ONLINE “NETIQUETTE”

Our differences, some of which are outlined in the University’s nondiscrimination statement, add richness to our learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

It is so very hard to judge the “tone” of interactions online. That said, I encourage all of you to interact with one another with respect, tact, and appreciation when using online communications. These are your colleagues. Every one of us will make mistakes throughout this course, but we should be professional enough to deal with one another with consideration, poise, and class. Professionalism points will be reduced if you do not show respect to your classmates or professor in any and all course interactions.

Your professor and fellow students wish to foster a safe learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea - but you are not to attack an individual. Personal attacks of any kind will not be tolerated and will result in an “F” and dismissal from the course. What constitutes a personal attack is solely up to the discretion of the professor.
DIVERSITY
We are actively committed to presenting diversity of viewpoints to a general audience. It is vigorously engaged in seeking, nurturing and maintaining ties to a base of multicultural sources. In public relations and advertising, the school equates excellence in campaigns to representing and communicating with diverse clients and audiences. In news storytelling, excellence is equated with the ability to produce stories for and about a wide range of communities and audiences.

Diversity means respecting differences and values. It also means not discounting views and ideas that are at odds with our own and, in fact, mining those seemingly contrasting views and ideas for common experiences and understanding. A diverse University community enriches the academic experience for us all, from research to teaching to public service. Thus, I will strive to maintain a positive learning environment based upon open communication, mutual respect and non-discrimination. Any suggestions as to how to further such a positive and open environment are appreciated and will be given serious consideration. The institution is committed, therefore, to ensuring that all persons, regardless of race, class, gender, religion, ethnicity, or economic background benefit from the many opportunities the institution provides.

In keeping with this responsibility, members of the academic community are expected to demonstrate civility and respect for all persons; to understand and appreciate all persons; to express that perspective in every dimension of the institution’s life and mission; and to work cooperatively, representing not only the interests of their own groups but also those of the wider community.

DAYS OF SPECIAL CONCERN/RELIGIOUS HOLIDAYS
The University of Missouri recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern. Students should notify their instructor by the end of the second day of classes or prior to the first Day of Special Concern, whichever is earlier, regarding such absences. Your professor will make reasonable accommodations for assignments that a student misses as a result of observing a Day of Special Concern, providing the absence/s are discussed with the professor in advance.

KEEP IN MIND: Please retain a second copy of all written assignments and papers. Please hold all graded assignments until you receive your final grade on MyZou

ACADEMIC HONESTY
Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion.

As future journalists and communicators, your reputation for honesty and integrity is the basis of your credibility. In this course, you will be held to the highest standard of ethical behavior. If you are caught cheating, or engaging in plagiarism or fabrication*, you could receive an “F” for the course, or an “F” for the assignment.
You may not engage in any form of academic dishonesty. This includes, but is not limited to, cheating, helping another person cheat, or plagiarizing on written work. Academic dishonesty also includes fabricating excuses for absences from class or uploading or posting work for another student. If you are caught cheating at any point in the semester, you will fail the entire course and I am obligated to report this behavior to our Academic Office.

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

Academic misconduct includes but is not limited to the following:
- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- Fabricating information in news or feature stories, whether for publication or not.
- Fabricating sources in news or feature stories, whether for publication or not.
- Fabricating quotes in news or feature stories, whether for publication or not.
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else’s test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else’s work.

CLASSROOM MISCONDUCT

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cellular telephones leading to disruption of teaching; playing games or surfing the Internet on laptop computers unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.
Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

Dishonesty and Misconduct Reporting Procedures

MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded immediately to MU’s Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to MU’s Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

PROFESSIONAL STANDARDS AND ETHICS

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

AUDIO AND VIDEO RECORDINGS OF CLASSES

Students may make audio or video recordings of course activity for personal use and review unless specifically prohibited by the faculty member in charge of the class. However, to foster a safe learning environment in which various viewpoints are respected, the redistribution of audio or video recordings or transcripts thereof is prohibited without the written permission of the faculty member in charge of the class and the permission of all students who are recorded. (Collected Rules and Regulations, University of Missouri, Sect. 200.015, Academic Inquiry, Course Discussion and Privacy)

UNIVERSITY OF MISSOURI-COLUMBIA NOTICE OF NONDISCRIMINATION

The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia’s compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 1095 Virginia Ave., Room 101, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

ACCOMMODATIONS

If you have special needs as addressed by the Americans with Disabilities Act and need assistance, please notify me immediately. The school will make reasonable efforts to accommodate your special needs.
Students are excused for recognized religious holidays. Please let me know in advance if you have a conflict.

ADA COMPLIANCE

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center (http://disabilitycenter.missouri.edu), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on "Disability Resources" on the MU homepage. Reasonable efforts will be made to accommodate your special needs.

INTELLECTUAL PLURALISM

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

GRADUATE STUDENT PROJECT

If you are a graduate student enrolled in this course, then you MUST, you HAVE TO complete a literature review. The purpose of the additional graduate student project is to provide an opportunity to apply material learned in Sports and Entertainment Promotion by completing a literature review or research study, research on a topic that goes well beyond merely summarizing professional literature. I expect graduate students to write papers that focus on a specific topic of interest, and includes a critical analysis of the relationship among different works, and relates this research to your thesis. Your graduate paper (i.e., literature review) may be written as a stand-alone paper or may provide a theoretical framework and rationale for a research study (such as a thesis or dissertation)

Since I require the undergraduate students to complete projects as well, graduate students are expected (because you are graduate students) to write and complete papers that are over and beyond the workload and expectations held for undergraduate students. The review should be succinct and well-organized. Most scholarly journals stipulate a maximum length for papers submitted for publication, and often this anywhere from 20 to 25 pages.

The following five sections comprise the body of the literature review:

1. Paper Summarized – This section, which is the primary source for the paper, is written at the top of the first page of text.

2. Significance of Paper – This section contains a description of the significance of the paper relative to the writer’s research field. It is a clear statement of why the particular paper was selected and why the paper is important in terms of the student’s overall topic. The student needs to make clear the nature of the contribution(s) in terms of theory, analysis, or experiments.
3. Background and Motivation for Paper – This section contains a description of other relevant research leading up to the paper summarized.

4. Summary of Paper – This section contains a description of what was done that was significant relative to the writer’s research field; it includes a description of how the research was done. This section may include citations to references that are contained in the references.

5. References/Bibliography – This section includes all sources used in the document. A bibliography is double-spaced (both within and between entries).

Generally speaking, a reasonable number of references used in literature review for a Master’s thesis is 40 or more titles. While there is NO prescribed number of articles in a literature review, 3 or 4 is simply not enough. I suggest that you try to locate a literature review someone else has written on your topic and use that as a starting point, and update it with newer information. Then you will see how many things they read, and what is common in your particular field. Proposed alternative assignments can be discussed with the instructor for approval.

Grading: Graduate students’ grades in all courses counting toward an advanced degree are reported as: A (4.0) (outstanding); B (3.0) (entirely satisfactory); C (2.0) (acceptable only to a limited extent in fulfilling the requirements for an advanced degree). No D grade may be awarded a graduate student, and a grade of F (0.0) means the work has not satisfied the minimum requirements of the course. According to University policy, “no graduate credit is given for courses numbered below 7000. Graduate students taking 7000-level courses that are cross-leveled with 4000-level courses will be given additional course requirements in order to warrant graduate credit received for those courses.” This means that the paper/project that you submit does not receive additional points nor will you be subjected to a different grading scale than the undergraduates. I will grade your paper and determine that it was either “satisfactory” or “unsatisfactory.” And if you do not this additional course requirement (paper) means you will receive an F for the entire course.

Your scholarly literature review might review what the literature says about:

- Cultural differences in marketing male and female sporting events; or
- Audience response to sponsored events during time-outs and half-time

These are just ideas, my ideas. But, here’s the bottom line. Graduate students must meet with me to discuss your graduate project. At this time, you will be asked to come to your appointment with an area of interest in mind. You should be ready to discuss your area of interest. I will not remind you to make an appointment. After this initial meeting, you will be expected to bring me a written copy of your proposed project or report. This proposal is simply a two or three paragraph statement of what you plan to do. I also would like to see that you have tentative dates or deadlines established. This will help me chart your progress and help you complete the project in a timely manner. Your final literature review is due during finals week!
## COURSE TIMELINE AND PLANNER

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Assignment/Project</th>
</tr>
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<tbody>
<tr>
<td>Part 1: Basics of Sports and Entertainment Promotions</td>
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</tr>
<tr>
<td>1</td>
<td>Wed., Jan 21</td>
<td>Intro to course</td>
<td>Defining sports and entertainment promotion and how it differs from marketing</td>
<td>Complete survey on group assignment</td>
</tr>
<tr>
<td>2</td>
<td>Mon., Jan 26</td>
<td>The Annual Report and PR Audit</td>
<td>Diggs-Brown, Chapters 1 &amp; 4</td>
<td>Schedule hot topic presentation date</td>
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<tr>
<td></td>
<td>Wed., Jan 28</td>
<td>Budgeting and Licensing Pricing Strategies &amp; Ticket Sales</td>
<td>Shank, Chapters 7 &amp; 12</td>
<td>Assign client/team</td>
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<tr>
<td>3</td>
<td>Mon., Feb 2</td>
<td>Legal issues and ethics</td>
<td>Li, Pitts, &amp; Quarterman, Chapter 11</td>
<td>Client briefing</td>
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<tr>
<td></td>
<td>Wed., Feb 4</td>
<td>The Research Process in Sports and Entertainment Management</td>
<td>Li, Pitts, &amp; Quarterman, Chapters 2-4</td>
<td>Shank, Chapter 3</td>
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<td>4</td>
<td>Mon., Feb 9</td>
<td>Research Methods in Sports and Entertainment Management</td>
<td>Li, Pitts, &amp; Quarterman, Chapters 5-10</td>
<td></td>
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<tr>
<td></td>
<td>Wed., Feb 11</td>
<td>Questionnaire Design and other Measurement Issues</td>
<td>Li, Pitts, &amp; Quarterman, Chapters 12-16 Shank, Chapters 4-6</td>
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<tr>
<td>Part 2: Promotional Strategies</td>
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<td>5</td>
<td>Mon., Feb 16</td>
<td>Sales Promotion Essentials: Selecting the appropriate tools</td>
<td>Shank, Chapters 7-8</td>
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<td>Week</td>
<td>Day/Date</td>
<td>Topic</td>
<td>Reading Assignment</td>
<td>Assignment/Project</td>
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<td></td>
<td>Using Viral and Social Media Direct Mail Campaigns</td>
<td>Diggs-Brown, Chapters 5, 9 &amp; 16 Shank, Chapter 9</td>
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<td>6</td>
<td>Mon., Feb 18</td>
<td>Consumer Incentives</td>
<td>Shank, Chapters 10 – 11.</td>
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<td></td>
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<td>More on the Basic Promotional Techniques</td>
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<tr>
<td>7</td>
<td>Mon., Mar 2</td>
<td>Creating Media Kits for your Client</td>
<td>Diggs-Brown, Chapters 6, 15 &amp; Appendix</td>
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<td></td>
<td>No lecture—work on your individual media kits. Submit drafts on Monday, Oct. 13th</td>
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<td>8</td>
<td>Mon., Mar 9</td>
<td>Media/external relations</td>
<td>Diggs-Brown, Chapters 11, 13, 2 &amp; 7</td>
<td>Draft individual media kit due by 3:30 pm</td>
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<td>Writing/Distributing Press Releases</td>
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<td></td>
<td>Wed., Mar 11</td>
<td>Newsletters &amp; Brochures</td>
<td>Diggs-Brown, Chapters 3 &amp; 10</td>
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<td>Opinion-Editorials</td>
<td>Diggs-Brown, Chapter 12</td>
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<td>9</td>
<td>Wed., Mar 18</td>
<td>Writing your Sports and Entertainment campaign plan</td>
<td>Li, Pitts, &amp; Quartermans, Chapter 21 Shank, Chapter 13</td>
<td>Individual Media Kit is due today by 3:30 pm</td>
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**PART 4: INDUSTRY PRESENTATIONS**

<p>| 10   | Mon., Mar 30 | Presentations                    | Paper/presentation outline due on day of your presentation |
|      |             |                                |                                                               |
|      | Wed., Apr 1  | Presentations                   |                                                               |
| 12   | Mon., Apr 6  | Presentations                   |                                                               |
|      | Wed., Apr 8  | Presentations                   |                                                               |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Assignment/Project</th>
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<tbody>
<tr>
<td>13</td>
<td>Mon., Apr 13</td>
<td>Presentations</td>
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<td></td>
<td>Wed., Apr 15</td>
<td>Presentations</td>
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<td>14</td>
<td>Mon., Apr 20</td>
<td>Presentations</td>
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<td>Wed., Apr 22</td>
<td>Presentations</td>
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<tr>
<td>15</td>
<td>Mon., Apr 27</td>
<td>Presentations</td>
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<tr>
<td></td>
<td>Wed., Apr 29</td>
<td>Presentations</td>
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<tr>
<td>16</td>
<td>Mon., May 4</td>
<td>Final Project Review</td>
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<td>Course Evaluations and Wrap-Up</td>
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<td></td>
<td>Wed, May 6</td>
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<td>May 6</td>
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<tr>
<td>17</td>
<td>Mon., May 11</td>
<td>FINAL MEDIA KIT/PROMOTIONS CAMPAIGNS BOOK DUE</td>
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</table>

**Note:** Having now listed many ‘policies and procedures’ necessitated by our increasingly complex and frequently absurd cultural framework – remember that learning should be fun (at least most of the time) – so speak up if you are not having fun yet! ;)

**IMPORTANT NOTE:** I will be happy to discuss assignments with you. Yes, you are welcome to hand in a draft and I will be happy to work with you to improve it. And, yes, we can do that more than once. If you choose not to do so and receive a lower grade, you can’t say to me, “I didn’t know what you expected” and then try to negotiate or argue with me for a higher grade.
ABOUT THE GROUP PROJECT

One part of your team/final project for this class is valuable and significant in sports and entertainment promotions, according to top industry execs. Your project is to create, produce, and evaluate an event plan, media plan, and media kit for a client. You and your team will develop a proactive public relations audit/communications plan. A PR Audit acknowledges opportunities to use promotional strategies and PR to accomplish something positive. This is exactly what you and your team will be working on for your client. Your team/promotions agency will conduct research and plan an event (or publish a feature article, get your athlete/client to be featured in a magazine, etc) for your client. The entire event and feature article/media appearance(s) will be organized, planned, executed, and evaluated by your agency. Your final grade on your team project will be based primarily on the success of your event/press releases. To begin, you and your agency will have to examine the structure, hierarchy, communication programs and products (all the sports/entertainment venues), audiences/publics, and strategic partnerships with key influencers in your client’s industry. You and your group must examine, analyze, and assess all the past communication efforts in order to figure out your client’s strengths and weaknesses as well as how their communication strategy can be improved. As your book on PR refers; You must obtain enough research on your client that will allow you to learn as much as possible about your client(s) and how they communicate to internal employees as well as other external publics (i.e., target markets). Your success will be based on real-world measures (i.e., sell-out crowds, feature articles in magazines, press kits that are used by local, regional and/or national media).

To do a good job with this, your PR audit for your client must provide in-depth research on 6 key areas: 1) history and background, 2) hierarchy and organizational issues, 3) situational analysis (where is your client positioned in the minds of the audience/publics), 4) program/sport descriptions and mission, 5) implementation of messages and a proposed plan of audiences/public to reach, and 6) how to evaluate the effectiveness of the audit and future programming and message strategies.

Your audit, therefore, must address and include all of the following elements and/or questions:

• What are the client’s marketing and advertising objectives and strategies? Why?
• What are the demographics of their target audiences? Who is their ideal market? You need to provide psychographic information!! You must use research sources to identify the target market.
• Explain to your client why these audiences will be attracted your product/service
• Research which media your client tends to use most as well as which media the target uses most. Television? The Internet? Mainstream newspapers? Alternative newspapers?
DEADLINES AND REQUIREMENTS FOR IN-PROCESS DRAFTS

Media Kits come in many shapes and sizes. The full kit (i.e., plan) MUST deal with all four "p"s (product, place, price, and promotion) but may concentrate on just one or more, e.g., distribution and promotion. You and your team will submit Process Drafts on each of these components that should be a minimum 10-15 pages, with no penalty for longer draft reports. Each group member will be responsible for an outline of his/her section.

Finally, to help you and your team stay on task with your final project, and the marketing of a sport/entertainment product, service, or idea, you and your team will submit various report drafts on the following topics and dates/times:

- **Situation analysis/Client De-Briefing (due by 12:00 pm, Feb. 13)**
  - Should address questions outlined in the above section on the group project.
- **Campaign objectives (due by 11:00 am am Feb 20)**
  - Stem from current situation
  - Includes short-term and long term opportunities
    - (i.e., credibility, awareness, more shows, money, etc)
- **Primary research plan (due by 12:00 pm Feb. 27)**
  - Profile of target audience and other key components needed to identify ways to promote and advertise your event/client
- **Primary/secondary research report and results (i.e., identify talent/publications, and other contracts needed for event/media kit) (due by 12:00 pm, Mar 20th)**
- **Promotion/event planning/and other campaign strategies and rationales (due by 12:00 pm, April 3)**
  - Identify the role that promotions will play relative to all other marketing and advertising efforts
- **Media Plan and Vehicle Selection due with Flow Chart (due by 12:00 pm April 10)**
  - Identify precisely what means will be used to implement the plan. Provide rationales on each selected media vehicle.
  - Media plan and calendar
  - Flow Chart
  - Budget
  - Press releases, interviews, newsletters, viral marketing, new media
  - Be sure to include a discussion of how press releases, interviews, and other promotional items will be used,
- **Evaluation and other measures to assess effectiveness of your plan (due by 12:00 pm April 24)**

Draft of the your Promotional Plan AND Media Kit (i.e., SWOT analysis, target profile, media plan, media kit including news releases, brochures, op-Ed articles, etc) DUE by MAY 1st
You want your final media plan and press kit to be one-stop shopping for any promotional agent and/or journalist looking to write about your client. Nowadays, however, many public relations firms say they also use the kits as marketing tools for potential advertisers or clients. Thus, you and your team will not only create an event for your client, but you are responsible for creating and distributing the press kit about the event. Your final kit should include the following elements:

- **Company overview:** What does your client do? When did it start? Is there something unique about your founding that people might be interested in? The overview is the place to sum up your client’s business so that even someone who hasn’t heard of them before will understand what they are all about. This can also include a fact sheet listing elements of your client’s business or a timeline of growth and achievements.

- **Biographies:** Use this section to talk about your client’s founders, CEO, chairperson, investors or any other key players. Use this to differentiate your client and put a human face on the company. Give some insight into how a company’s management team thinks, what their vision for the future is. Keep in mind that the bio does not need to be more than three paragraphs!!

- **FAQs:** You can use a frequently asked questions section to help differentiate your client from the competitors. Conduct research with your client’s market to find out what questions keep popping up. You and your team will be doing primary research and this research will be a great time to find answers to questions that you will need to create a successful event. Your primary research will help place your client in context of the larger marketplace. You may also want to consider including customer testimonials or product reviews if appropriate.

- **News coverage:** You should always include at least your one or two of your client’s most recent press releases. But you also should include any coverage or mentions in the press your client has received, such as reprints of magazine stories, clips from a newsreel, or screenshots from online publications. Don’t have any coverage yet? You and your team should consider creating an in-group production team to create a demo video for your client. This gives you a chance to show off your client and is a wonderful way to show your client as poised, articulate, TV friendly, and ready for interviews.

- **Art:** In the spirit of one-stop shopping, your press release should provide some photos or B-roll footage of your client that media organizations can easily use. They could be photos of products, headshots of key employees, video of the operations or a map of your location. The kit should make it clear that journalists are allowed to republish the images or video with any appropriate credits. Including a logo with the images is an easy way to get your brand image out into the public consciousness, experts say.
• If you don’t have professional photos to share, some PR specialists recommend setting up a company Flickr page, YouTube account or Facebook profile and linking to them through the kit. Those services are easy to use and a quick way to share photos from recent events.

• Contact information: Include a section telling media whom to contact for more information. You should list phone numbers and e-mail addresses for your client spokesperson, public relations person or a designated staff member who handles media requests.

• The vast majority of press kits are found online these days, which makes them easy to distribute to reporters, simple to update and cheaper to produce. Other companies opt to put the entire kit on a flash drive — a slick solution to distributing lots of information in person without paper.

• Your kit should include a business card holder. The design of the whole package can be used to highlight your brand or products.

• Focus on Efficient Distribution. Just as with sending out press releases, knowing when and where to send your kit is crucial. Professionals say you should spend some time researching publications and media outlets to know which ones are most likely to cover your client. (This is part of the secondary research draft report that was mentioned earlier). You want to make sure that the journalists that receive your press kit know that you have at least done your homework and that your client didn’t just send the kit out to any and everyone.

• Including a personalized introduction letter helps make a connection with the person you’re trying to reach.

• Think about creating a specialty item to include with the kit. Make sure you are aware of the rules that reporters and media outlets have about accepting free gifts, such as a hat, T-shirt and other “give-a-ways!). Keep the value of any goods you include to a nominal level or contact a media outlet to find out what rules they adhere to.

"THE MOST IMPORTANT THING IS TO DO YOUR HOMEWORK DEVELOP RELATIONSHIPS WITH JOURNALISTS!!"
REQUIREMENTS FOR YOUR MEDIA/MARKETING PLAN

Marketing plans come in many shapes and sizes. The full marketing AND media plan will deal with all four "p"s (product, place, price, and promotion) but you may concentrate on one or more, e.g., distribution and promotion of a teen-oriented sport-related special. Each group member will be responsible for an outline of his/her section.

Finally, the plan outlines the marketing of a sport/entertainment product, service, or idea by describing the following:

• The company or organization background, its mission and objectives.
• Type of target market and marketing strategy - total market, segmentation: concentration, multi-segment; which demographic, psychographic, etc., variables are relevant to target?
• Research: what information is needed about the target segment, buying behaviors, satisfaction, etc.?
• Which consumer/organizational buying behaviors are relevant to product?
• Psychological, social factors? Roles, reference groups, culture, etc.?
• The product - what-if analysis. Branding strategy: manufacturer or store brand?
• Distribution - which channels, what type of distribution: intensive, selective, exclusive, etc.? *This is the media planning portion
• Promotion - what kind of media will be employed to reach which consumers? *This is the media kit portion previously discussed in the preceding section of your syllabus.
• Which pricing strategy: price/nonprice competition, strategy - survival, profit, ROI, market share, cash flow, product quality, status quo, etc.?

All plans must include executive summary, milestones, timetables (aka flowcharts), and other ways to measure the success of the plan in meeting its goals. All plans must be prepared in writing and presented using PowerPoint. Students not familiar with MS Word and PowerPoint should arrange to take a workshop. The assignment papers/case studies will also have to be prepared using MS Word and the topic presentation must use visual aides (ie. Power Point). Since the individual presentations will not be presented in groups, acquisition of PowerPoint skills will be necessary for everyone enrolled in the class.

Finally, students will have to include the following in their team project marketing plans:

• A consumer/market research plan and survey with details on the sample size, rationale for the sample, and solicitation
• A public relations, promotion, and or advertising plan;
• A press kit including press releases and plan for press conferences, etc.
• Sample advertising copy, and or web page design.
ASSIGNMENT 1: CREATING A PRESS/MEDIA KIT

For this assignment, you will:
Create an individual media kit for your client. Thus, each team member
will have acquired the skills and materials needed for your final project.
This assignment is to ensure that everyone in this class knows what is
involved in creating and designing media kits. You must decide what's
appropriate in graphics and style, print and digital media, messaging and
content. You must figure out how to position the client in one compact package that meets the varying
needs of press, their consumers, clients, marketers, suppliers, customers and more.

Using your textbook to help you develop your media kit, here's a quick synopsis of what you will need in
order to develop a relevant, up-to-speed media kit.

- Cover the conventional basics. The balancing trick, of course, is to create an easy-access,
  handsome presentation that still encapsulates enough detail to satisfy serious interest. Essential
  elements in any kit, are: testimonials or product reviews, tips sheets that offer industry context or
  surveys, a recent article or trade write-up, a calendar of appearances or conferences if it's relevant
  and, perhaps, a list of media appearances or industry speeches

- Choose brand-appropriate, consistent packaging. You always want to match marketing materials to
  the personality of your client. Find something light-hearted and creative. You also want all material
  to look consistent. Build all your marketing outreach materials together, including marketing
  collateral, Web site, stationery, specialty items, etc. The entire package should look and feel first-
  rate —impressively put together, standout and solid. There are several production choices. You can
  create materials for kits and other marketing with desktop publishing programs like Microsoft
  Publisher. You can outsource the kit and other marketing needs to Kinkos or other publishers.
  Obviously, you need to keep in mind that final costs vary widely depending on your production
  method, paper and creative talent.

- Decide on digital and print options. Besides a print kit, you ought to weigh how much and what
  category of information and materials should be electronic or Web-based. That will depend on your
  products, your industry's practices and the audiences you're targeting. It's a judgment call. Just
  remember that when it comes to electronic versions of your kit, such as USB pocket drives, memory
  sticks, CDs and DVDs, you must be extremely creative and strategic about how much information
  you provide. Too often, media relation/public relations practitioners overwhelm press and browsers
with an avalanche of facts and background in media kits, presumably in order to look serious. In addition, now that electronic media are so affordable, many marketers simply copy and paste everything they’ve developed. But if you don’t invest time and money in getting the messaging and packaging right, outsiders won’t understand your company and media may simply walk. For digital versions, remember that less is always so much more. Any media or producer or big-deal buyer who wants more information will certainly pick up the phone.

• Include a call to action. The kit should provide some clear call to further action that will motivates a browser or recipient to get in touch with your client. Again, depending on your industry and audience, this can cover a range of possibilities; :If you’re not sure what to emphasize, take a look at competitor media kits to gauge what your smart points of difference might be.

• Stay timely. Not only should you routinely rotate in new press releases and updated company news, but you should also check all online links so every click always works.

Here’s What You Need to Do:

• Create A CD of your client’s photos, clips, videos, etc
• All press materials/mentions your client has collected
• Create a cover page.
  o The cover page should be a letter addressed to the person you are giving the press kit to. This should have your contact information, website, and basic details about your music and band. Put your contact information on every page of the kit. This page should be eye-catching and visually appealing since it is the first thing that will be seen.

• Include your client’s bio.
  o A bio is a one-page sheet about the client. This should be story-based, easy to read, and interesting.

• Include your CD.
  o This could be a virtual tour of the arena, gym, club, entertainment venue, etc. Make sure all of your contact information is on the CD itself, in case it gets separated from the rest of your kit and the case.

• Include a fact sheet about your client.
  o A fact sheet is a one-page reference sheet with basic facts about your client. This includes:
    o Client name
    o Tagline
    o Style and genre of client (sport or area of expertise)
    o A list of established clients most like the client you are representing
    o About the Columbia area… or hometown of your client
    o When the client was formed
    o Biography
    o Owner/staff/team member names
    o Instrumentation
    o Notable coverage or facts about your client
SPORTS AND ENTERTAINMENT PROMOTION

- Include any press clippings, reviews, or positive mentions.
- Include an 8x10 photo (optional).
  - Most press wants to be able to download digital versions of your photos from your website.

You should have a section on your client’s website that includes all the above information so the press can download the information at their convenience. Services such as SonicBids and ReverbNation provide online press kits that can house this information for a fee.

ASSIGNMENT 2: HOT TOPIC RESEARCH PRESENTATION IDEAS

To keep abreast of current developments in the advertising/media industry, each media student will be required to deliver a brief presentation summarizing current developments, trends, and changes in the media planning, strategic communication, or advertising industry. Interesting and relevant articles may be drawn from the trade press, or business news media. In addition to an oral presentation, students will be required to submit a research paper along with the articles/citations found on the day of the presentation. You have been assigned the task of preparing and providing information on one of the following marketing hot topics, in which you will present information in a “seminar like” format and submit in a portfolio for grading:

<table>
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<tr>
<th>Available SPORTS/ENTERTAINMENT Related Topics</th>
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<tr>
<td>Advergaming</td>
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<td>Ambush Marketing (Stealth)</td>
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<td>Awards</td>
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<td>(Emmies/Grammies)</td>
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<td>Brand Management</td>
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<td>Careers in Sports &amp; Entertainment</td>
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<td>Celebrity Endorsements</td>
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<td>Co-branding</td>
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<td>Entertainment Franchises</td>
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<td>Event Marketing</td>
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<td>Extreme Sports</td>
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<td>Film Industry</td>
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<td>Global Marketing</td>
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<td>Green Marketing</td>
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<td>Guerilla Marketing</td>
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<td>Labor Unions</td>
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<td>Licensed Brands</td>
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Any other ideas must be approved by Dr. Frisby
CLIENT: EVENT PLANNING-COLLEGE COMEDY WEEK

Book entertainment (stand-up comedian) that appeals to young adults and will boost profits for a local comedy club.

Déjà vu Comedy Club has provided the best in entertainment for over 36 years. Lately, the stand-up industry has suffered slight decreases in attendance, yet research suggests that certain audiences will travel miles to see their favorite stand-up comedian. This client has hired our team of experts to not only identify the entertainment that will appeal to the YA-YA audience, but will be in charge of all details from the selection, to the selling, to setting ticket prices to the promotion of the event. Teams will not only plan but grades and success depends on the event’s profitability (i.e., how many tickets were sold and profit made, etc).

Contact information:
Matt Istwan
(573) 443-3216
Email: matti@dejavucome dy.com
Event: May 1-3, 2014

Déjà Vu Comedy Club

Book and plan an event for May 1 – 3 that will appeal to Youth and young adults and increase profit and ticket sells for the venue

DÉJÀ VU COMEDY CLUB
405 Cherry Street
573 443-3216
http://www.dejavucomed y.com/upcoming-shows
https://www.facebook.com/ DejaVuComedy?ref=hl