UNIT 3: MARKETING MATERIALS:

Marketing on the Move

**Goals, Means, Outcomes**

During this project you will learn:

* How various advertising technologies shape professional communication and raise ethical questions.
* How to conduct basic primary research methods and integrate the results of research into a professional document.
* To use your composing and design skills to craft (online and traditional) advertising for a simulated client/community partner.
* To work collaboratively on project management and strategies for writing, revising, and designing professional documents.

**Story:**

For the past few years you’ve been working at a marketing/consulting firm that helps small businesses take advantage of undiscovered markets. One day, your firm is contacted by a wealthy local business owner, Dane Leedle, who informs you that in his shrewd wheelings and dealings he recently acquired a particularly valuable piece of property: a food truck.

Only now he has no idea what to do with it. What kind of food should he sell? How should he market the food to residents in the Lafayette/West Lafayette area? Where should the truck be parked on a day to day basis? What kind of promotional materials will get an audience out to eat at a food truck?

You learn that Leedle is offering your firm a chance to compete for the consulting gig with the other five consulting firms in the area, and that the best pitch gets the job. He asks your firm to prepare a thorough marketing plan for the truck, covering everything from the decision of what to serve, to the design of the truck, to the necessary promotional materials. Leedle also wants you to keep the budget for the promotional materials to under $3,000, to ensure that all six firms provide a similar price range for their speculations.

**In Other Words:**

Develop a set of marketing materials for a new food truck for the West Lafayette/Lafayette area. These materials will need to be founded on research to help argue for the best idea.

**Group Presentation:**

Each group will present project results in a 10-15 minute presentation before the class. Go through in detail and develop your response to the situation and propose solutions. Like your backgrounder, you should include case studies and appropriate visuals. Please support your presentation with a visual presentation tool.

With your group, think through the following issues of oral presentation:

1. The distance between speaker and audience (Audience Awareness): What kind of distance will your group try to establish? Why?
2. Good, understandable talks have:
	1. A simple-to-follow pattern of points
	2. A clearly marked structure
	3. Supporting data and examples as needed (PWO par.8)

**Hard Deliverables:**

Each group will include a packet along with their oral presentation. This packet should act as a reminder of everything you present when the committee is deciding whether or not to go with your proposal. Do not simply print out your PowerPoint presentation. Use (and improve upon) the skills in document design during the previous unit. Successful mail deliverables have been very creative in the past. At the very least, include a detailed budget, samples of your proposed items (including the design of the truck, and contact information.

**Project Updates:**

Every week I will ask your group to turn in a project report that outlines exactly what has been accomplished and who accomplished it. These documents provide a way of keeping your group accountable for the goals that it sets.

**Grading**

Grading for this project will be like any other project, with one exception. At the end of the group-project unit I will play the role of Dane Leedle as I look at the final projects. I will select one team to win the account. The team that wins the account will likely receive an A for the project, but there are no guaranteed grades. Note that while this is a competition, the grades will not be competitive, meaning that just because one team earns and A, the other teams may still earn an A.

The final Project Update for this Unit will be a group evaluation in which you lay out 1) All the work you did for the project and 2) evaluations of the work of the other members of your group. Individual grades on this project can shift based on an especially good or poor evaluation.