STUDY GUIDE FOR TEST II ON THURSDAY, FEB. 26

The test will cover material from Chapters 5-8 in your textbook. All questions will be taken from material in this study guide. The test will consist of multiple choice questions, true/false questions, short answer questions and terms/definitions (you are given the term, then you define).

Be sure to also review the posted PowerPoints for these chapters.

CHAPTER 5, “RESEARCH”
- Understand Definition and Importance of Research (page 128)
- Review Using Research--10 ways research can be used (pages 128-130)
- Understand meanings of and differences between “primary” and “secondary” research and examples of each(p. 130)
- Understand the differences between “quantitative” and “qualitative” research (p. 130 and Table 5.1 on p. 132—especially examples of each)
- What’s meant by “archival research”? (p. 132)
- Focus Groups—what they are and what they do (pages 137-8)
- Ethnographic Techniques (p. 139)
- Review “Sample Size” regarding sample size for national polls (page 140)
- Review questionable American Medical Association Spring Break research and news release (p. 141 and news release is posted on class website)
- Questionnaire “loaded” or “biased” questions—what are meant by these? (p. 142)
- Review Questionnaire Guidelines (page 144)

CHAPTER 6, “PROGRAM PLANNING”
- This part also known as “Action” (p. 151)
- Review The Value of Planning (page 151)
- The Eight Elements of a Program Plan—what they involve and their order (p. 155)
- Review specifics of the Eight Elements of a Program Plan (p. 155-167)
- Review PR Casebook: “Sunkist Turns Lemons Into Lemonade…” (p. 156-7)
- Review Jell-O Anniversary program plan (website posting)

CHAPTER 7, “COMMUNICATION”
- This part also known as “Execution” (p. 171)
- The goals of the communication process: to inform, persuade, motivate, or achieve mutual understanding (p. 171)
- Strategies/tactics to execute the plan: news releases, special events, etc. (p. 171)
- Grunig’s “Five Possible Objectives for a Communicator” (p. 171-2)—understand what is meant by the five objectives: message exposure, accurate dissemination of the message, acceptance of the message, attitude change, and change in overt behavior
- Hallahan’s “Integrated PR Media Model”—understand what public media, controlled media are and examples of each (Table 7.1, p. 172)
Test II Study Guide (p. 2)

- Review “Understanding the Message” (p. 181-3) especially parts about:
  - Use of symbols, acronyms, and slogans
  - Avoiding jargon
  - Avoiding clichés and hype words
  - Avoiding euphemisms
  - Avoiding discriminatory language
- Review “Word-of-Mouth” Campaigns (p. 187-8)—what is meant by WOM (aka “buzz”) marketing? Review Masterfoods pet food and Clorox Anywhere successful WOM campaigns (both page 188)
- Review Word-of-Mouth Marketing Association’s List of Unethical Marketing Strategies at: http://womma.org/womm101/6/ (this link is on the PR class homepage too)
- Be familiar with negative WOM practices such as “stealth marketing,” “shilling,” “infiltration” etc. (from the above website)
- Review “Five Levels of Innovation Adoption”—innovators, laggards, etc. (p.187)
- Read over the “Scruffy-Faced Men” case study (p. 177)

CHAPTER 8, “EVALUATION”

- Evaluation defined: “The measurement of results against established objectives set during the planning process” (page 194)
- Review the Checklist of Basic Evaluation Questions (page 195)
- Review different measurement ways (define and know pros/cons each: (p.196-200)
  - Production
  - Message Exposure/Compilation
  - Media Impressions
  - Internet Hits
  - Advertising Equivalency
- Measuring Audience Awareness and Attitude with day-after-recall (p. 205) and baseline studies (aka benchmark studies) (p. 205)
- Definition and purpose of Communication Audits (p. 208)
- Cougar basketball advertising equivalency study (class Feb. 24)

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