

The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Funnell	Mark	O.	A00000000
Student's Last Name	First	Middle	ID Number
00004	Modern Media Campaigns		
Program or Contract No.	Title		
	00/00/00	00/00/00	47
	Date began	Date ended	Qtr. Credit Hrs.

THIS IS AN EXAMPLE FORMAT FOR FACULTY EVALUATION OF STUDENT ACHIEVEMENT FOR A MULTI-TERM PROGRAM THAT INCLUDES A SPRING INTERNSHIP

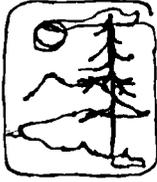
DESCRIPTION:

Faculty: Maria Fistavelle, Ph.D. and Benjamin Fitzsimmons, Ph.D

During fall quarter, students read and discussed the following in twice-weekly seminars: Jowett, Garth, and Victoria O'Donnell: *Propaganda and Persuasion 3rd Edition*; Tuft, Edward: *The Cognitive Style of PowerPoint*; *The Rhetoric and Poetics of Aristotle*; Watzlawick, Paul: *The Language of Change*; Jamieson, Kathleen Hall: *Eloquence in an Electronic Age*; Ong, Walter. *Orality and Literacy*; McLuhan, Marshall: *Understanding Media*; Carey, Mark W: *Communication as Culture* and "Harold Adams Innis and Marshall McLuhan"; and McChesney, Robert: *Rich Media, Poor Democracy*. They viewed the following films: *Bowling for Columbine*, *Inherit the Wind*, *Triumph of the Will*, and portions of *This is Marshall McLuhan*. Students heard occasional lectures from faculty, as well as one from Mr. Nathan Tidyman, an advanced media student, on the nature of public opinion. Staff from the computer center, media services and the library provided weekly instruction in PowerPoint, Internet research strategies, and Dreamweaver. Students used PowerPoint to present group analyses from the standpoint of public policy and rhetoric of Harvard Kennedy School of Government or Harvard Business School case studies. The cases included: Discussing Disaster (A), The "Love Canal" Incident, Fluoridation in Greenfield (A), Battle on Brimmer Street, The Brent Spar Incident, and Please be Patient. Each student also completed two written case analyses and served on two panels to discuss a presenting group's analysis. Using their Internet and library research training, students individually investigated a public sector or private sector campaign in which rhetoric played a part and they shared the results of this research with the class in roughly 25-minute presentations. Students leaving the program coalesced this research into an analytic paper, as well. Near the end of the quarter, students completed a challenging 12-page take-home essay exam. Each student also created a personal home page to link to our program's Internet site.

Winter quarter readings included: Ellul, Jacques: *Propaganda*, Orwell, George: *1984*, Matalin, Mary, and Mark Carville: *All's Fair*, Ewen, Stuart: *PR! A Social History of Spin*, Stauber, John, and Sheldon Rampton: *Toxic Sludge is Good for You*, Twitchell, Mark: *Adcult*, Turow, Joseph: *Breaking Up America*, Manning, M.M.: *Slave in a Box*, and Gladwell, Malcolm: *The Tipping Point*. We also discussed "The Emergence of Community in Rhetorical Studies," by Nathan Tidyman. Once again, students wrote weekly essays on the readings in preparation for our two-hour, twice-weekly seminars. We viewed three videos: *The War Room*, *The Merchants of Cool*, and *Wag the Dog*. In preparation for their capstone project, that required small groups to analyze Harvard Case studies and produce multimedia campaigns to address the problems their analyses uncovered, students participated in a variety workshops to develop practical skills. Topics of the workshops included: audio editing, palmcorder operation, Photoshop, iMovie, InDesign, Graphics (taught by Nina Douglas), marketing concepts, strategy development, and scriptwriting. Students also heard guest lectures by Evergreen's Director of College Relations, Jim Beaver, and by Dr. David Altheide, Regents Professor of Justice Studies at Arizona State University. Case studies for the capstone project included: Digital Angel, Pokemon: Gotta Catch 'Em All, Changing Corporate Identity: The Case of a Regional Hospital, Burroughs Wellcome and AZT (A), and Launching the BMW Z3 Roadster. Students offered their analyses in formal mid-quarter class presentations, after which they developed written strategy papers to address the communications problems uncovered in their analyses. Next, they produced multimedia campaigns,

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consistent with their strategy development. At minimum, each campaign included: a press release, a brochure, a video news release or b-roll, a video spot, a radio spot, and a website. The groups shared these campaigns with the class in half-hour, fully illustrated PowerPoint presentations.

In spring, students completed internships in public relations, graphic design, or public affairs in selected West Coast organizations. Where appropriate, students developed individual reading lists to augment their internship activities.

EVALUATION:

Written by: Maria Fistavelle, Ph.D.

Mark's work in fall was less good than one expects of a college junior, though at the end of the term he showed that he is a capable student, and he made continued improvement into winter quarter. He also successfully completed an internship in spring term. Mark is a pleasant, attentive person with a ready sense of humor. When he is challenged to do better work, he does it.

Students demonstrated their skills at analysis, careful reading, and discourse in our twice-weekly book seminars. While Mark made efforts to contribute to every seminar, his comments in fall didn't regularly get to the substance of the material. This was reflected in his preparation papers, which were uneven and poorly written. While he showed a good grasp of Aristotle, other papers were thin. Mark's exam was poor, and I asked him to rewrite it. While he had some surface familiarity with texts and terms we've used in fall quarter, the exam manifested little understanding of media theory or of classical rhetoric. It appeared to have been hurriedly completed, and it was written poorly. His rewrite was satisfactory, however. At the end of fall quarter, I communicated to him my hope that he could do more, and he did better in winter, contributing regularly to our discussions in ways that reflected good acquaintance with our reading. While his papers still needed improvement, he wrote his best paper at the end of the quarter, suggesting that he was making solid progress.

To apply rhetorical principles, students presented professional quality PowerPoint analyses of Harvard University case studies. Mark and three other students addressed the Love Canal case, which explored the issue of Al Gore's credibility in the 2000 Presidential election. Their presentation was well illustrated and closely analyzed, and they did a very good job of examining both the press's missteps and the campaign's public relations failures. On the other hand, Mark's portion of the presentation was quite abbreviated and indicated a less than full command of the material.

For his individual research project Mark investigated the Smokey the Bear campaign to prevent forest fires. Mark's presentation of this campaign to the class was very strong. He had done serious research on the topic, which he understood well and illustrated effectively. Moreover, he used humor very successfully to capture his audience's attention and enthusiasm. This gave me reason to look forward to his research paper, and he did not disappoint. The paper represented an excellent analysis of this important campaign; he did solid research in learning about it, and he documented his paper reasonably well. As was the case with his seminar papers, Mark needed to devote much more effort to his writing, though; the paper was full of errors. He did substantially correct these in a rewritten version.

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Our program's capstone work consisted of analyzing the communication problems in a Harvard Business School case study and producing a multimedia campaign to address the problems. Mark's group focused on the Pokemon case, one that required efforts to remarket a children's entertainment package. The analytic phase of their work was excellent; it featured a very competent marketing analysis underscoring their statement of the case problem. Likewise, they developed an excellent strategy for addressing the problem, and they brought their strategy to life in a wonderful multimedia campaign, which featured outstanding PowerPoint slides, strong radio and video spots, a very good website, and well-written press releases.

During the Spring Quarter Mark worked as a Production Intern with Apuesta Pictures in Los Angeles. In this in-program internship, he set out to learn more about the film development, production, and marketing process; to acquire experience in reading and writing scripts; and to advance his skills in professional film analysis and critique. The activities he undertook to accomplish these learning objectives were supervised by film Producer Joan Flemming.

According to Ms. Flemming in her evaluation letter, "Mark went above and beyond to fulfill his intern contract with Apuesta Pictures. He approached each task with a positive attitude and excitement." While some of Mark's duties included general office duties such as greeting office guests, he excelled in doing them: "He possesses natural people skills and maintained a professional demeanor in the office setting."

He also became increasingly proficient in multi-tasking his creative duties, particularly reading and evaluating scripts. Ms. Flemming also wrote that "His verbal script analysis improved immensely throughout the course of the internship...He was extremely insightful when he discussed the potential marketing for a film." He was also assessed as being "very thorough in his reasoning" particularly in terms of "why or why not he believed the film would perform financially...He demonstrated an understanding of target demographics, marketing approaches and the appeal of film genres. This proved to be his strength in evaluating material."

Lastly, in light of Mark's learning objectives, "By the end of the internship I believe he had a better understanding as to how films actually got made...He always asked smart questions and worked to improve script analysis skills. He is more than welcome to come back to Apuesta Pictures. We would love to work with him in the future."

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 47

- 6 - Studies in Rhetoric
- 5 - Communications Technology and Social Change
- 6 - Persuasion and Propaganda
- 3 - Marketing Concepts
- 3 - Strategic Advertising
- 3 - Public Relations Theory and Practice
- 2 - Advanced Public Speaking
- 3 - Mass Media and Society
- 8 - The Motion Picture Industry
- 8 - Internship in Motion Picture Production

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