1) Section One

a) Topic / Exigence

i) My campaign will be designed to address the topic of sexual assault on Monmouth College campus. I feel this is important because of the alarming statistic that most schools require all freshmen to take a class that has sexual assault awareness education in it. Monmouth College has never had a large outbreak of reported sexual assault on campus, but with a growing population, it would not hurt to increase the awareness amongst the campus. My topic is important to my selected audience for two reasons: A. to educate my audience with the knowledge of what sexual assault is, ways to prevent it from happening, and how report it to the right people. B. to inform the campus that a program is being set up for students to use when needed. I hope the results of my campaign will educate enough people to prevent these sorts’ of situations and a way for those who feel they have been sexually assaulted to report it to a member of a sexual assault team, made of students and faculty.

b) Goals

i) I have several goals in my campaign. The first of my goals is to have 99% of all new incoming freshmen participate in the freshmen orientations readings and activities provided by their professors. I also want to have 95% of the freshmen class in attendance at the guest speaker for the convocation. I also want to target several other groups. I want to have 60% Greek involvement to
help out with the campaign and the activities. I also would like to target the upper level classmen. I would like to have an alternate time that upper classmen can come listen to the guest speaker. I will also have an online survey that I would like to have 25% of the upperclassmen fill out. Lastly, as a general goal, I want to raise sexual assault awareness at Monmouth College. I would like to have no reports of sexual assault at the end of both semesters and seek a safe and comfortable living environment for all students at Monmouth College.

2) **Section II**

   a) General Overview of Audience

   i) My audience is made of the typical college students. Most of them are 18 or 19 years of age and half of the freshmen population are farther than 100 miles from home. The students that I will be targeting are no different from students of other colleges and universities throughout the nation. The focus on my campaign is to target all the incoming freshmen. Being a freshman is the first time that several incoming students have the power to make their own decisions, sometimes tending to put themselves in situations that could be harmful. On the demographics website, one can see that a large majority of spend 1-5 hours partying a week their senior years in high school. An interesting statistic states that 20 to 25 percent of women will be raped during their college careers. I want to make sure that our incoming freshmen are educated enough to prevent themselves of being part of this statistic.

   b) Audience segments
i) My first and most important audience segment is the incoming freshmen.

Most freshmen that I have talked to on campus have had very limited education that know exactly what sexual assault is and the knowledge to know if they have ever been sexually assaulted. Several of them said they would not know whom to contact if they felt they were sexually assaulted. Many freshmen feel they need a little reminder to refresh and redefine the definitions that they have previously learned. Monmouth College has never had a large outbreak of sexual assault, but with a growing population, several students said they would feel somewhat safer if they had an awareness class and contact information of whom to call. The campaign will help educate the freshman, and make sure they know their rights and responsibilities. A majority of my messages will be developed to affect this audience segment.

ii) Another audience segment that I have in my campaign is the sophomore through senior status students. These students are just as important because they can be examples for the younger students, and help with several of the campaign messages. This segment can even be broken down one more time into two other important audience segments.

(1) The first of this group is the members of Greek life at Monmouth College. These fraternities and sororities have already been educated about sexual assault. They have listened to speakers and been to conferences where they were educated about sexual assault and several other topics including rape, drugs, and sex. They should already be aware and educated enough that they can be leaders and may be able to volunteer some time and lend a
hand to the freshmen seminar teachers in their classes during the campaign week.

(2) The second group of this segment is people who know of someone who have been sexually assaulted or who themselves have been sexually assaulted. This group shares a common experience of what can happen to a person who has been sexually assaulted. They all know the warning signs and would be able to share stories or experiences of how they or someone they know were sexually assaulted.

3) Section 3

a) Identity

   i) The campaign will be recognized by the campaigns themes, symbols, motives and values. These will all be useful to help develop the message that I want to get across to the Monmouth College campus.

   (1) The campaigns theme is to raise awareness of sexual assault on our college campus and to educate one’s sexual rights and responsibilities. The focus of the campaign will be to remind students to sustain individual security and have a sense of power. The education awareness will provide my audience with the tools they need to be safe.

   (2) My campaign will not use any symbols in the campaign. All of the information that is sent out will be on Monmouth College letterhead paper to show the backing of the college in the awareness of rape on the campus.

   (3) The motive has to deal with what the audience will get out of listening to my campaign. The entire campus should get several things out of my
campaign process. My audience will sustain individual security and have a sense of power. The education awareness will provide my audience with these motives. One who is properly informed of what sexual assault is and how to prevent it will be able to use this knowledge to their advantage. My audience will achieve a sense of comfort from my campaign.

(4) Lastly, all members of this audience value their safety. Safety is important to the student, parents, faculty and staff at Monmouth College. No student is going to want to put him or herself in a situation that may harm or endanger their wellbeing. This will be a selling point during my campaign. Safety is one of the biggest concerns in my audience.

b) Credibility

i) This campaign needs to establish credibility to ensure students will retain the information in the messages and to act upon the suggestions. To develop the credibility that I desire, I will need to use the college as a backing for my campaign. If the college backs my campaign, then I will have developed some credibility in some of the students. I will also have a professional speaker at the convocation who has experience an incident of rape first hand who can express their feelings. If I can acquire the credibility of my audience with these techniques, my messages will seem more trustworthy and better accepted by my audience.

c) Case Building

i) My campaign will incorporate many different tactics and message strategies raise sexual assault awareness on campus, rights and responsibilities of
students, and ways to lower the risk of being sexually assaulted. Each
audience segment will have different message sent to them.

(1) Incoming Freshmen

(a) “The Freshmen Packet”

(i) The first message that I will use for this audience segment is
packet of information to all incoming freshmen prior to coming to
school. This kit will contain a brief letter that will let them know
when sexual awareness week will take place. It will also include a
rape whistle, statistics sheet, and a valuable resource card. The
card has several beneficial features on it. On one side, it states
your “Sexual Rights and Responsibilities.” The back of this card is
as important as the front of this card. On the back, there is a
“Community and Campus Resources” section. This card is small
but will probably be the most beneficial piece of my entire
campaign. This card was designed to fit into a wallet, the one
thing that is carried most frequently. It educates and provides the
necessary resources available to all the incoming students
(Appendix 1).

1. This message use vividness and fear. Vividness is evident in
   the statistics sheet (Appendix 2). The facts are up to date and
can put a sense of fear in several incoming freshmen. The next
persuasive appeal that I will be using is fear. Fear will only
work it if follows the three steps in order. The first step is for
the message to contain specific recommendations to avoid the threat. On the back of the statistics worksheet, there will be a section about prevention and tips to use to avoid putting oneself at risk. The next step is that the recommendation is perceived as effective. To do this, I will stress the importance of taking the safety precautions that will lower your risk. A sense of safety will be perceived if one follows the prevention methods. Lastly, the receiver must believe that he/she can follow the recommendation that I have provided them. The preventive steps are easy and simple. One can refer to their sexual rights and responsibilities on the card. They will be able to follow them and have the education provided in the kit that will be mailed to them.

2. The theory that I want to stress with the specific message is Hovland’s Learning Theory. I will attract my audience by stating the facts and the importance to know your sexual rights and responsibilities. The information will be comprehended, at which time they will want to learn to accept them and attempt to follow the prevention techniques. The ability to recall information will be easy since the card can be in the wallets next to IDs of students. Lastly, the incentive to learn is to their own benefit. They should feel safe and comfortable at all times and know the risks and prevention techniques.
(b) The guest speaker

(i) The second message that I want the incoming freshmen to experience is a convocation with a recent college graduate who speaks about her experience being sexually assaulted. I attend to have several outcomes of having a speaker who is in college and has experience sexual assault first hand. This will build credibility in my campaign, and the message will be perceived superior than that who is not in college and not knowledgeable. This speech will be roughly thirty minutes in length and will be open to questions and answer afterwards.

1. This message will use vividness to share the importance of knowing ones rights and responsibilities. Vividness will help establish a sense that this could happen to them if they are not careful. The vividness of her experience should create concrete images that will have an affect on several of the incoming freshmen.

2. This message will use McGuire’s 2 stage theory to persuade the freshmen about sexual assault awareness. The first stage is the reception stage. The speaker will draw the attention and get the freshmen to understand that this can happen to anyone. The second stage is that the audience will evaluate the source and the arguments. The evaluation of the source is crucial to
the message because the speaker is similar to the people listening to the speech.

(2) Sophomore – Senior Messages and First Hand Experience People

(a) It is going to be harder to get participation of this audience segment because they will have experienced their first year, and they are not new to the campus atmosphere. I have developed a small campaign to get some participation from this audience segment.

(i) Flyers, Mailbox reminders, and Email Campaign

1. For this audience segment, I will take a different approach. Although it is not required to go to guest speaker, I will encourage them to go using flyers, the campus mail, and email reminders. The only event that they will be able to attend will be the guest speaker. There will be reminders given using flyers in all the academic buildings, quarter page flyer in the mailbox, and an email. All of these will be the same. I will also include the same reminder on the message center of the Monmouth College’s webpage.

a. The intention for using the same flyer in all three locations will be for receptiveness. With the same message in several locations, the familiarity tends to make the messages seem more attractive and truthful.

b. The theory that supports the use of messages like this is Hovland’s Learning Theory. The repetition of the flyer
will attract the attention at which time they can be understood and comprehended that there will be a guest speaker. They will remember the time and information on the flyer. The incentive will be to know the facts and prevention techniques from the guest speaker that will provide them.

(ii) Participation in Online Survey

1. I will offer an online survey to the upperclassmen as part of my campaign. The survey will ask questions about how comfortable Monmouth College and its atmosphere are to them. This is an effective tool for my campaign because the survey will be beneficial to the future of the college and a sense of the atmosphere of the campus can be captured.

   a. The persuasive theory that evolves from this message is the Central Route of the Elaboration Likelihood Model. The audience will notice the importance of the information they are providing to the college. What they provide can help the college create a safer atmosphere on the campus. They are engaged by offering information that can be beneficial to the entire campus. Another theory could be the forced compliance of Cognitive dissonance. An incentive of drawing for fifty dollars could be used to seek active participation.
(3) Greek Life

(a) These fraternities and sororities have already been educated about sexual assault. They have listened to speakers and been to conferences where they were educated about sexual assault and several other topics including rape, drugs, and sex.

(i) I am only going to send one message to the members of the fraternities and sororities on the campus. This message will consist of an invitation to sign up to run a table during set up outside of the cafeteria to hand out rape whistles, information packets, and remind students to attend the guest speakers. One of the benefits of using the Greek system to support my campaign is to create a small granfallon situation. There will be an in-group and out-group situation. If people see that Greeks are supporting sexual assault awareness, more people might be supportive and persuaded to attend the guest speaker presentation. The Greek will be supportive to help because it can be used on applications for chapter awards and volunteering time. It would not be hard to persuade them to help; a simple invitation would do the trick.

4) Section 4

a) The Freshmen Packet (July 29, 2005)

i) Will be mailed home to all incoming freshmen one month prior to the fall semester. This kit will contain a brief letter that will let them know when sexual awareness week will take place. It will also include a rape whistle,
statistics sheet and a valuable resource card. The goal of this is to inform the incoming freshmen of the sexual assault awareness events, and to attract attention.

b) Invitation for Greek Participation (August 27, 2005)
   i) This will be a card sent to the presidents of the Greek system on campus. The invitation will be to have Greeks sit at a table outside the cafeteria and hand out rape whistles, information packets, and remind students of the guest speaker on campus. The goal of the Greek participation is to attract more people to the information table, more people at the speech, and to create a granfallon situation.

c) Flyers, Campus mail, Email (August 29 – September 9)
   i) These will be reminders given using flyers in all the academic buildings, quarter page flyer in the mailbox, and an email. All of these will be the same. I will also include the same reminder on the message center of the Monmouth College’s webpage. The goal of these flyers is to remind students of the guest speaker and to pick up a free packet of information and rape whistle.

d) Sexual Assault Week (September 5-9)
   i) Table Set up outside the cafeteria (September 5-9)
      (1) This table will be set up outside that cafeteria during lunch and dinner. Members of Greek life will run this table. They will hand out information packets as well as rape whistles. This table will remind the general audience that it is sexual assault awareness week and that they will be a
guest speaker. This is yet another reminder to get people to reach my target goal to get people at the speaker.

ii) Guest Speaker/Convocation (September 7)

(1) The guest speaker will target both the freshmen and the upperclassmen at the college. This speaker will use vividness to share her experience and to persuade the audience they should take precautions and know the risks. It will raise the awareness level of sexual assault on campus, and get the audience to take action to keep Monmouth College a safe atmosphere for all students.

iii) Online Survey

(1) The online survey will be sent on September 5 to all upperclassmen and due on September 9 for the chance to win the fifty dollars.

(2) The goal of this online survey is to create an assessment of the atmosphere of Monmouth College. For the online survey, I would like to have 25% of the upperclassmen fill it out. If we know students concerns, the college can do more to make a safe and productive environment.

5) Conclusion

a) My campaign is designed to raise awareness of sexual assault on our college campus and to educate one’s sexual rights and responsibilities. I feel this is important to our campus because of the alarming statistic that most schools require all freshmen to take a class with sexual assault awareness education in it. As a student, I ask myself, why should Monmouth College not take the time to educate students about their sexual rights and responsibilities?