



ALPHA COMMUNICATIONS

RESEARCH PRESENTATION

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Executive Summary

This is a public relations research report to help Sankofa Media Holdings, LLC increase visibility and distribution of *Beyond the Underground: Aunt Harriet, Moses of Her People*. We first conducted secondary research to further understand the company, target consumers, and competitors in the industry. Next, we carried out qualitative and quantitative primary research by surveying high school administrators and college students. Through conducting focus groups, intercept surveys, and online surveys, we identified the most effective tactics to reach our target audiences. Based on our findings, we recommend that Sankofa Media focus on the familial memoir component of the book in their communications strategy. Additionally, they should establish a relationship with consumers by connecting with the third-party influencers they value. By focusing attention on specific factors of the novel that relate to the lifestyle and interests of millennials, Sankofa Media can engage consumers and expand awareness and distribution of the novel.

Problem Statement

Sankofa Media Holdings, LLC would like to increase the visibility and distribution of the novel, *Beyond the Underground: Aunt Harriet, Moses of Her People*. As an independent publishing company with limited financial and operating resources, Sankofa Media lacks an understanding of how the target audience engages with historical fiction. We will research the target audience's reading habits and identify the most effective methods to reach them in order to raise awareness and drive sales for the product.

Situation Analysis

1. The Company: Sankofa Media Holdings, LLC is an independent publishing business based in Syracuse, New York. Their mission is to publish and promote books. Currently, the organization's sole product is the narrative nonfiction book, *Beyond the Underground: Aunt Harriet Moses of Her People*. The authors, Joyce Stokes Jones and Michele Jones Galvin, founded the company in order to self-publish the book. It is a small organization with a familial connection to its product, given that the authors are direct descendants of Harriet Tubman. Sankofa Media roughly translates to "learn from the past" which reflects the essence of the book, its teachings and Harriet Tubman's journey.

2. The Consumer: The target audience includes the reading public interested in African American life and history. The book is not limited to a specific demographic- it is available to anyone interested in learning more about the book's diverse themes and Harriet Tubman's life. However, given the book's grounding in historical events and the Underground Railroad, the consumer will have most likely completed a high school education. They are motivated by their interest in historical events and aim to enrich their academic knowledge with credible resources. Interested consumers will likely value historical fiction and family memoirs.

3. The Market: Book sales of the novel typically take place in Upstate/Central New York because the authors have organized numerous book tours and conferences in the local community. Specifically, many African American families and historical organizations have demonstrated interest in the novel and Harriet Tubman's family legacy. Historical books are prominent in the book publishing industry, and they are found predominantly in classrooms and college libraries.

Additionally, many literary resources such as magazines and journals pay to feature excerpts from historical fiction novels in their publications. This draws the attention of a larger market of those who read these literary resources.

4. The Product: The authors wrote the novel to provide an alternative perspective about the story of Harriet Tubman. First-hand stories and intimate generational memories, place the well-known elements of Harriet Tubman's life into a personal narrative, offering the reader an insider's perspective of her journey from slavery to freedom. The family perspective reveals Harriet Tubman as a strong independent black woman who shared a special relationship with family members during her struggle against racism and slavery. The book portrays Harriet Tubman as a hero, but also reveals her role as an optimist, loving family member and friend.

The novel is 353 pages long, and is published by Sankofa Media Holdings, LLC, an independent publishing company owned by the co-authors.

5. The Competition: Harriet Tubman's iconic role in the Underground Railroad and heroic journey has made her a prominent figure studied in most classrooms across the United States. Many school districts and educators may be inclined to a book that focuses

more on the historical accounts of Harriet Tubman, rather than narrative that discusses her genealogical roots and heritage. In addition to other books that discuss Tubman's journey, books that share the lives of powerful black women may also serve as competitors. The identified target market shares an interest in historical figures and prominent African American leaders. Several books are available that provide both of these elements, however there are a limited number that offer the unique twist of family lineage in conjunction with historical teachings. For example, "The Rebellious Life of Mrs. Rosa Parks", highlights Park's leadership and strength as an African American woman who committed her life to activism. The book examines the civil rights movement and momentous historical events, but does not incorporate much personal context about the heroine. *Beyond the Underground: Aunt Harriet Moses of Her People* offers various perspectives and reconstructs history through the lens of family legacy and memory.

SWOT Analysis

Strengths:

- This historical account may have more credibility over other works because it is derived from Tubman's genealogical descendant and was written in the town in which she lived.
- Authors of books about Tubman are primarily historians and professors. They discuss the historically impactful events in her journey from slavery to freedom. Contrary to such works, this novel is designed to present Tubman both as a heroine and as a beloved family member.
- The novel offers readers the opportunity to connect with Tubman on a personal level and gain historical knowledge.
- The content of the story reveals insider details about Tubman's family and life events, which are unique to this novel only.
- The authors are also the publishers, enabling them to finalize all marketing decisions and public relations initiatives.
- The authors reside in the town in which the book was published, allowing them to establish personal connections and a local fan base.

Weaknesses:

- A self-published book may not have the financial resources that a large publication can provide. Sankofa Media will need help distributing and increasing awareness of the novel.
- The novel is not recognized on a national level and has only acquired a small, local following.
- Sankofa Media has a very limited budget, making it difficult to publish digital advertisements and paid media placements.
- The novel does not have a strong presence on social media, nor does it appear on many online book sites or blogs.
- With few partners in the media industry, the reach of their public relations efforts is limited.

Opportunities:

- Harriet Tubman Boosters: The members of this organization are passionate and interested in preserving Harriet Tubman's legacy. The organization shares a mission to "keep the memory of Harriet Tubman's remarkable life's work in the forefront, constantly shining a light for all who pursue a free, peaceful and productive society." The organization offers Sankofa Media an opportunity to raise awareness about the book amongst interested individuals.
<http://www.harriettubmanboosters.org>
- Literary Awards: Book awards provide credibility to a novel and can perhaps spark the interests of new readers. Certain awards are attractive opportunities because they relate to the books most prominent themes. For example, the American Library Association appoints the Coretta Scott King Book Award to

African American authors and illustrators that demonstrate an appreciation of African American culture and universal human values.

- There is potential for the novel to become an important asset in both History and English classrooms. Sankofa Media can connect with education leaders and school administrators to help incorporate the book into their yearly academic curricula.

Threats:

- Joyce Stokes Jones aims to minimize traveling to promote the book and perform live readings, which is a main promotional tactic at this time.
- There is competition with other historical accounts about Harriet Tubman, such as, *Harriet Tubman: A Biography* and *Harriet Tubman: The Road To Freedom*.
- Larger publishing companies, such as Simon & Schuster, HarperCollins, and Penguin Random House gain more traction and publicity than Sankofa Media. They have greater spending capabilities, connections in the industry and prior publishing experience.

Research Objectives

Research Objective 1: Identify the target audience's social media habits and how they respond to product advertisements on social media platforms.

Research Objective 2: Discover what motivates the target audience to read historical fiction.

Research Objective 3: Evaluate the target audience's reading behaviors and habits.

Research Methodology

Method 1: Intercept Survey

Sampling frame: Undergraduate students, ages 18-22, at Syracuse University.

Rationale: We are conducting an intercept survey in order to find out the social media habits, reading behaviors and online purchasing trends of Syracuse University undergraduate students. Our research will help us learn about how the target audience discovers new books.

Execution:

- Recruiting Method – Intercepted students in Schine Student Center
- Location: Schine Student Center
- Length: Approx. 7 minutes
- Incentive: N/A
- Number of Participants: 112

Data Analysis Method: Manual coding of data

Method 2: Two E-surveys

Sampling frames:

1. Undergraduate students, ages 18-22.
2. High school educators and administrators.

Rationale for Sampling Frame 1: The first electronic survey will provide information about undergraduate students' reading habits and preferences. The results will convey the target audience's attitudes towards themes in the novel and measure their interest in reading novels outside of their course work.

Execution for Sampling Frame 1:

- Recruiting Method – Posted on social media sites encouraging college students throughout the country, ages 18-22, to take the survey. We also personally sent the survey to friends and family members.

- Location: Online
- Length: 10 questions
- Incentive: N/A
- Number of Participants: 175

Rationale from Sampling Frame 2: We are interested in what drives the curricula choices of high school educators and administrators nationwide and how they assign readings in the classroom. This will help us understand the potential of the novel as an educational tool in History and English courses.

Execution for Sampling Frame 2:

- Recruiting Method – We contacted education leaders, high school educators and administrators throughout the country, seeking information about academic curricula and students’ attitude towards reading.
- Location: Online
- Length: 12 questions
- Incentive: N/A
- Number of Participants: 28

Data Analysis Method for both Sampling Frames: Organizing and analyzing qualitative results.

Method 3: Focus Group

Sampling frame: Syracuse University Undergraduate Students, ages 18-22.

Rationale: We are conducting two separate focus groups within the same sampling frame to learn more about Syracuse University students’ reading habits. The focus groups will serve as a follow-up to qualitative research to find out in-depth information about why students are not interested in reading a novel Harriet Tubman, and how to reverse this trend.

Execution:

- Recruiting Method – We asked a diverse group of students on campus to join our focus group. Based on several screening questions, we were able to identify appropriate contributors.
- Location: Newhouse 3, Room 436
- Length: Approx. 30 minutes for each focus group.
- Incentive: Food was provided.
- Number of Participants: 4 per group, a total of 8.

Data Analysis Method: We took notes and observed subjects in each focus group. We then searched for patterns and consistent themes.

Research Results and Analysis

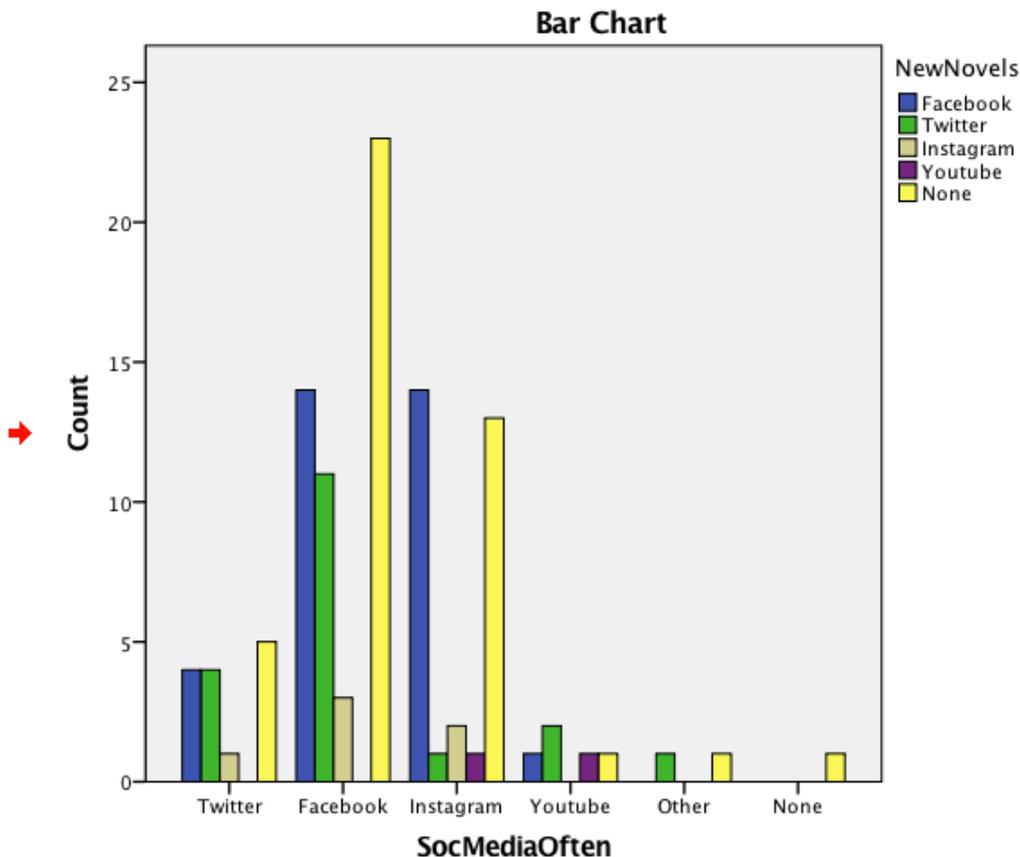
A. Intercept Surveys

Table 1: Discovering New Novels on Social Media Frequency (Research Objective 1)

		NewNovels			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	33	31.7	31.7	31.7
	Twitter	19	18.3	18.3	50.0
	Instagram	6	5.8	5.8	55.8
	Youtube	2	1.9	1.9	57.7
	None	44	42.3	42.3	100.0
	Total	104	100.0	100.0	

Interpretation: A majority of respondents do not use social media to discover new books. This led us to investigate and find out why people are not using or depending on social media to discover new books.

Graph 1: Social Media Often X Newbook (Research Objective 1)



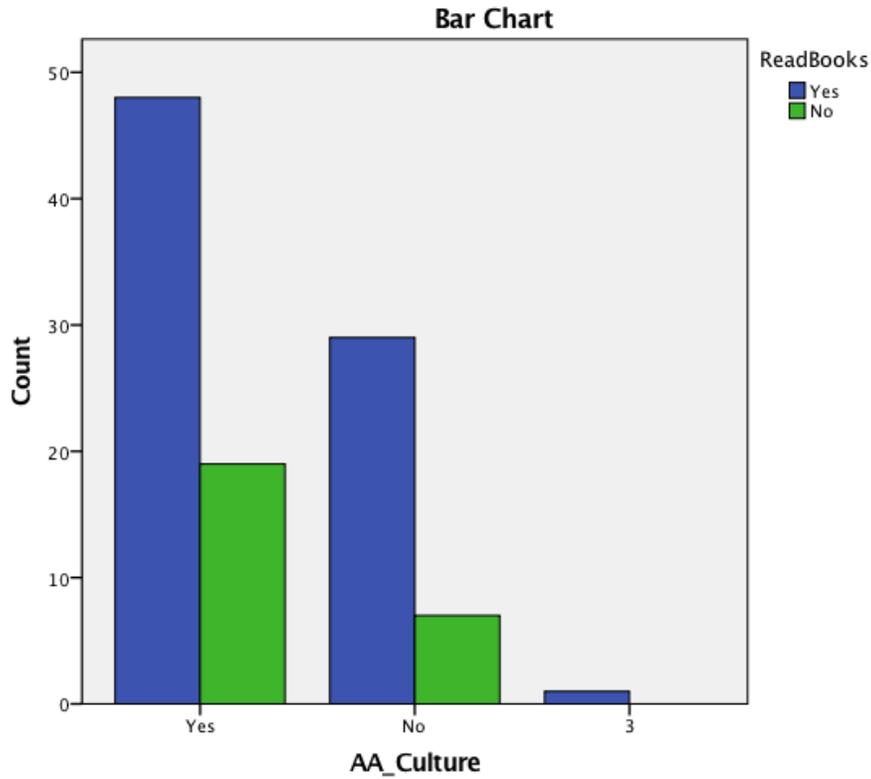
Interpretation: We learned in our first frequency table that our respondents do not use social media to discover new novels. However, it is still possible to create a Facebook or an Instagram account for the novel because we learned that our potential readers use Facebook and Instagram more often than other social media sites. We can use these social media sites to promote discussion of the book.

Table 2: Newbook Motivators Frequency Table (Research Objective 2)

		Newbook			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School requirements	31	29.8	29.8	29.8
	family/ friend recommendations	46	44.2	44.2	74.0
	celebrity reading list	4	3.8	3.8	77.9
	New york times reading list	21	20.2	20.2	98.1
	Other	2	1.9	1.9	100.0
	Total	104	100.0	100.0	

Interpretation: Most (44.2%) of the respondents chose to read a new book based off of recommendations from a family member or a friend. We found this useful because it redirects our thinking away from informing consumers on social media, and instead focuses it on personal relationships and conversations about books.

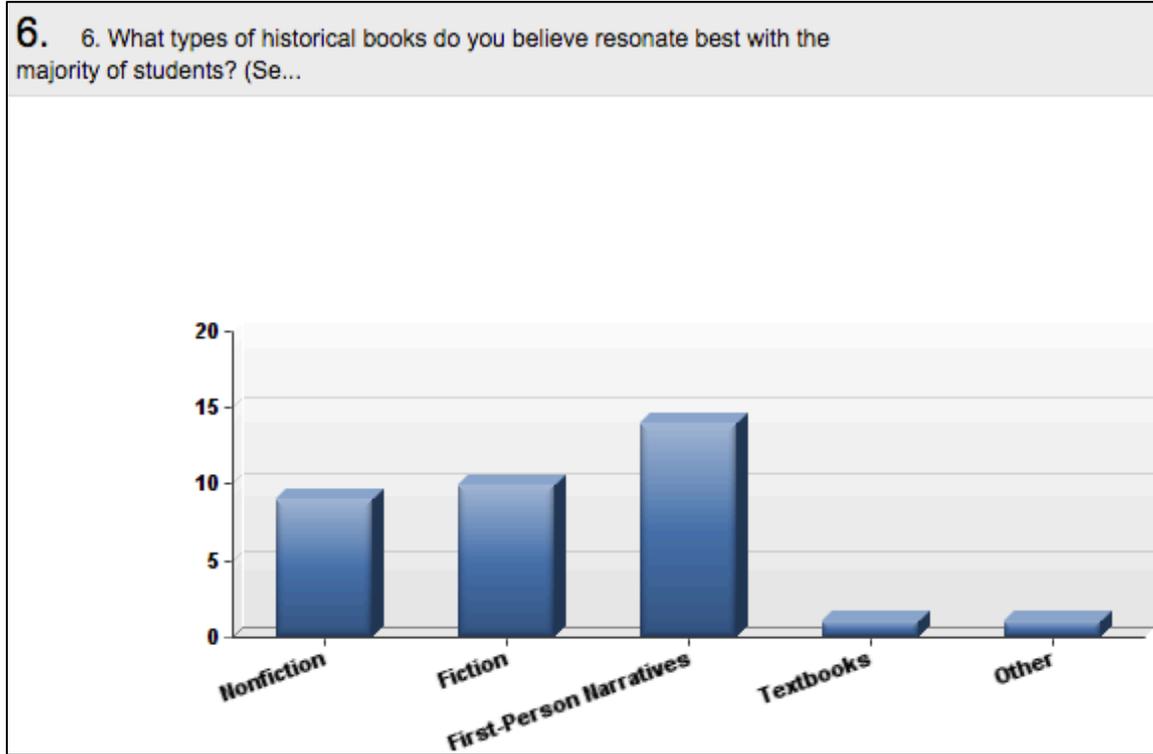
Graph 3: African American Culture X Reading (Research Objective 2)



Interpretation: There is a positive correlation between respondents who read books for leisure and respondents who are interested in African American culture. We want to utilize this data and incorporate it into our strategic plans to best relate the two qualities and accomplish the client's goal.

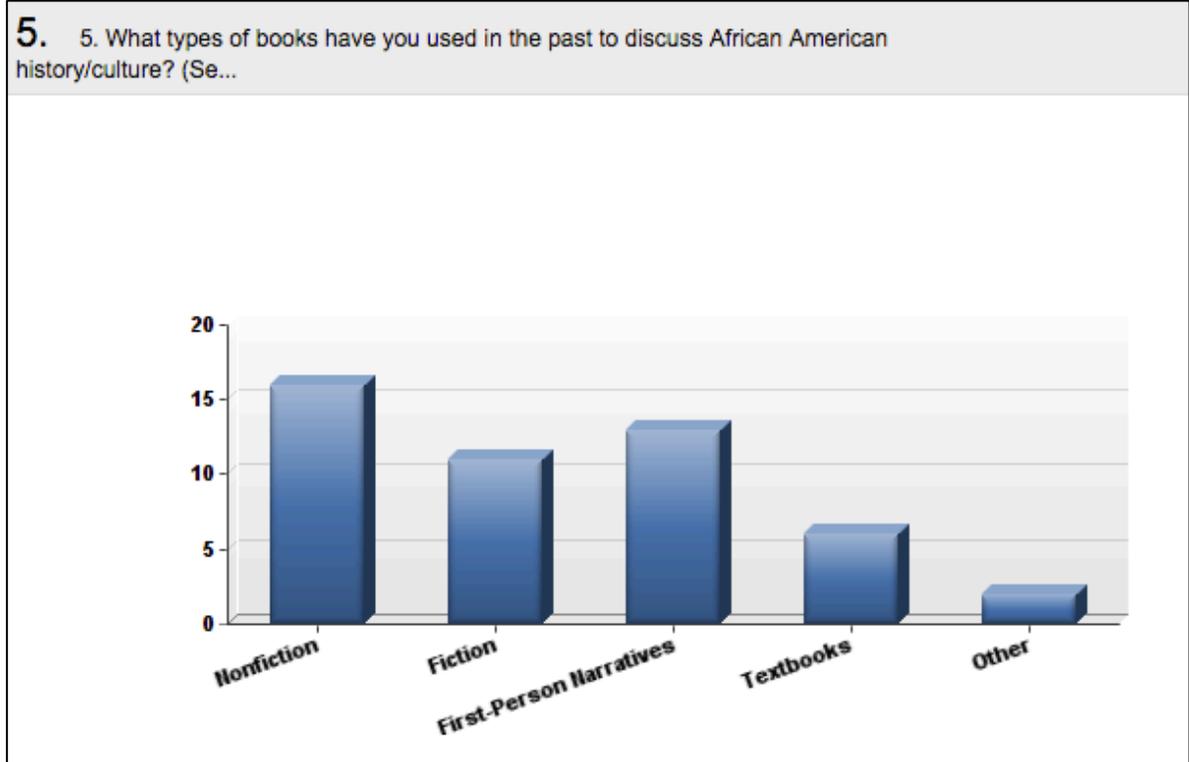
B. Online Surveys

Graph 1: Type of Historical Book (Research Objective 2)



Interpretation: This graph proves that our target audience of high school students is accurate because high school educators felt that first person narratives best resonated with their students. This helps us to solve research objective 2 by insinuating that people will be more motivated to read a book if it is a first-person narrative.

Graph 2: Past Books Used (Research Objective 3)



Interpretation: This graph shows that the most common books used to discuss African American culture are nonfiction and first-person narrative books. This helps us to solve research objective 3 by proving that our target audience usually prefers first person narratives and nonfiction books to read. This further exemplifies that we have the correct target audience because high school students read and learn through nonfiction and first-person narratives.

Table 1: Speaker X Harriet Tubman Interest (Research Objective 2)

		Rate your level of agreement. I would be interested in reading a novel about Harriet Tubman.					Total
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Rate your level of agreement. I would attend a speaker/author who was doing a live book reading.	Strongly Disagree	4	5	3	3	0	15
	Disagree	5	21	9	9	0	44
	Neither Agree nor Disagree	3	14	13	7	2	39
	Agree	3	14	22	14	3	56
	Strongly Agree	2	0	3	5	1	11
Total		17	54	50	38	6	165

Interpretation: This data is showing that the majority of the people who took this survey would agree to attend a guest speaker. This helps our research because we can see that having a speaker can be used as a tactic in our campaign as a means to increase book sales and raise awareness about the book.

Table 2: Read for Leisure X Harriet Tubman Interest (Research Objective 3)

		Rate your level of agreement. I would be interested in reading a novel about Harriet Tubman.					Total
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Do you like to read for leisure?	Yes	9	39	33	34	6	121
	No	8	15	19	4	0	46
Total		17	54	52	38	6	167

Interpretation: This data tells us that while many people read for leisure, more of them would choose not to read about Harriet Tubman than would choose to read about her. However, this research also shows us that out of the majority of people who would read about Harriet Tubman, most do choose to read for leisure. This is important because we need to find a way engage with readers and interest them in topics such as Harriet Tubman and the Underground Railroad.

C. Focus Groups

Theme 1:

Our first research objective was to identify the target audience's social media habits and how they respond to product advertisements on social media platforms. In our focus group, we asked participants if they have ever purchased something online through social media and if so, what made them want to buy the product. Six out of eight focus group participants responded positively to this question, expressing that they have made purchases off of social media in the past. We observed that when one participant shared his thoughts on purchasing products through social platforms, the other two were nodding in agreement and seemed encourage to share their experiences. When asked what made them want to buy the product, the common theme was visuals and multimedia. They discussed how they did not intend to use social media outlets to shop online, but they would engage and click on advertisements if they were visually appealing and stood out on the page. Through the discussion with the moderator, the group began to discuss the presence of books on social media. Participants were shaking their heads and contemplated if they had ever seen a book promoted online. They were hesitant and remarked that they were unlikely to engage with a book on social media unless it was promoted through a well known website such as Elite Daily.

Theme 2:

Our second research objective was to evaluate the target audience's reading behaviors and habits. In our focus groups, we found that the most important aspect of a book to college students was the plot. Regardless of the author, length, or cover, the group expressed that they will read any book with an intriguing story line. Most were not loyal to a particular author or style of writing. This finding presents an opportunity to market *Beyond the Underground* as a new and intimate perspective on an American hero, unique in its familial grounding and reconstruction of history. Reading habits and behaviors were further explored in our online surveys and intercept surveys.

Recommendations

Our overall recommendation is based on the data and information we learned through conducting triangulated research.

After conducting our intercept survey, we discovered that the majority of the readers do not use social media to learn about or buy new books. Instead, we learned that most of the respondents chose to read new books based on recommendations from family, friends or a trusted third-party influencer. Our intercept survey also informed us that the individuals that use social media are primarily active on Facebook and Instagram. Though our target audience does not traditionally discover novels on social media, the prevalence of Facebook and Instagram present opportunities to reach a wider audience of readers.

The electronic survey we distributed to high school administrators informed us that high school students learn best from first person narratives and nonfiction books. These are two types of books used most often in history courses. We deduced that students will be more interested and motivated to read first-person narratives that explore a variety of themes beyond a novel's historical context. The second electronic survey, distributed to undergraduate students nationwide, revealed that while many people read for leisure, very few would choose to read about Harriet Tubman. This information is useful because it shows that consumers are interested in broader themes beyond the historical content of the novel.

Lastly, the focus group results reinforced that the target audience relies heavily on recommendations before purchasing a book. The respondents shared that they are unlikely to discover or purchase new books through advertisements on social media, but are open to suggestions from relevant online influencers. This information is helpful because it highlights the importance of establishing relationships with trusted bloggers and websites. For example, Elite Daily was mentioned in one focus group as a reliable resource when making purchasing decisions. We also learned that the plot is the most important element of the book to the target audience. They are not loyal to particular authors or writing styles, but rather to storylines that they can identify with and learn from. These findings will be helpful in understanding the expectations and preferences of the target audience.

We recommend that the most effective channels to reach the target audience are academic curricula and online influencers. Although historical fiction is not the main interest of the target audience, there is opportunity to engage readers with the novel through themes such as heroism, feminism and familial memoir. We recommend that you coordinate meetings with high school administrators and encourage them to incorporate the novel into the classroom, given that it provides an intimate portrayal of a widely studied historical figure. Additionally, we suggest that you establish relationships with

the target audience's trusted third-party influencers. We recommend sites such as Elite Daily and writers that discuss popular books, current events and topics relevant to the main themes of the novel. By doing so, you will create sustainable relationships with key individuals that are trusted by the target audience. As online influencers, they have the ability to recommend the book to consumers through a digital platform, which through our research we found is the most effective method. In its next steps, online strategy must focus on influencing the influencers to gain a strong connection and relationships with the target audience of the novel.

Although social media is a promising option for many marketing campaigns, we understand through our research that the target audience is unlikely to discover new novels on social media. With this finding, we recommend that Sankofa Media reinvent the way consumers interact with historical literature on social media through a creative idea, such as an Instagram video series. This would include daily posts of 15-second videos relating to the themes of the novel. An alternative is to turn to other platforms entirely to promote the book such as blogs and forums. This strategy presents an opportunity to relate themes of the novel to current events and ongoing dialogues, such as issues of race and gender.

Moving forward, there is an opportunity for Harriet Tubman's story to come alive by relating the book to current events and discussions. Sankofa Media should highlight the various themes in the novel that make the historical account relevant to the target audience today. We are confident that our research and recommendations will provide insight into the most effective strategy to increase awareness and distribution of the novel.

Appendix

Alpha Communications: Intercept Survey

We are public relations students at Syracuse University conducting a brief survey about the reading preferences and social media habits of undergraduate students (ages 18-22) at Syracuse University. Please help us by taking this brief survey. It will take approximately 7 minutes. Thank you for your time.

1. Do you read books for leisure?
 - a. Yes
 - b. No

2. How many books have you read for leisure in the past 3 months?
 - a. 1-5 books
 - b. 6-12 books
 - c. 13+ books

3. What motivates you to read a new book?
 - a. School requirements
 - b. Family/ Friend Recommendations
 - c. Celebrity Reading List
 - d. New York Times Best Sellers
 - e. Other _____

4. Rank the following characteristics in order of importance. (1 being most important and 6 being least important)
 - Plot _____
 - Author _____
 - Length _____
 - Cover _____
 - Reviews _____

5. Which United States history topic interests you most? Check all that apply.
 - a. Civil Rights Movement
 - b. Family memory and legacy
 - c. Women's empowerment
 - d. Underground Railroad
 - e. Other (please list) _____
 - f. None

6. Are you interested in African American culture?
 - a. Yes
 - b. No

7. Do you use social media?
 - g. Yes

h. No

8. Which of the following social media platforms do you use most often?

- a. Twitter
- b. Facebook
- c. Instagram
- d. YouTube
- e. Other _____
- f. None

9. On a scale of 1-5, how often do you learn about news and breaking stories on social media?

(1 being the least and 5 being the most)

1 2 3 4 5

10. Which social media platform do you use most to discover new novels?

- a. Facebook
- b. Twitter
- c. Instagram
- d. YouTube
- e. Other _____
- f. None of the above

11. Have purchased an item or service you discovered on social media within the past 6 months?

- a. Yes
- b. No

12. Which best describes your race?

- a. White
- b. African American or Black
- c. Hispanic or Latino/Latina
- d. American Indian or Alaskan Native
- e. Asian or Pacific Islander
- f. Other _____
- g. Prefer not to answer

Alpha Communications: High School Education Leaders Survey

We are Syracuse University students doing research for a public relations class, and are looking to obtain feedback from high school leaders about book preferences for students. Please help us by taking this survey, it will take approximately seven minutes. Thank you for your time!

1. What is your role at your high school institution?

- Teacher
- Department Head
- Librarian
- Board Member
- Other

 **If Teacher Is Not Selected, Then Skip To 4.What is your role In developing you...** Skip Logic ⌵ ✕

2. The class subject I teach is:

- English
- History
- Math
- Science
- Other

3. What grade level do you teach?

- 9th
- 10th
- 11th
- 12th
- Other



4. What is your role in developing your school's annual curriculum?

5. What types of books have you used in the past to discuss African American history/culture? (Select all that apply)

- Nonfiction
- Fiction
- First-Person Narratives
- Textbooks
- Other

6. What types of historical books do you believe resonate best with the majority of students? (Select all that apply)

- Nonfiction
- Fiction
- First-Person Narratives
- Textbooks
- Other

7. Which of the following most strongly influence the inclusion of a book into the curriculum?

- Requirements (from institution, school boards, government institutions, etc.)
- Personal Preferences
- Literary Awards/ Merits
- Student's Interests
- Other

8. From my experience as an educator, students respond better to historical narratives than to textbook style writing when discussing African American culture.

- Yes
- No
- Maybe
- I'm not sure

9. Which elements of a history book do you believe students value most?

- Historical events and facts
- Biographies
- Narratives
- Personal connections with characters
- Conflict and resolution

10. Which interactive element helps students to learn most effectively?

- Guest speakers
- Videos/ Movies
- Textbooks
- Novels
- Other

11. Would eBooks be a valuable resource in your educational community?

- Yes
- No
- Maybe
- I'm not sure

12. What is your gender?

- Male
- Female
- Other

Alpha Communications College Student Survey

We are a group of Syracuse University public relations students conducting a survey on the reading habits and preferences of college students. Please take 7 minutes to answer our brief survey. Thank you!

1. Do you like to read for leisure?

- Yes
- No

2. What is your favorite genre of novels?

- Historical Fiction
 - Romance
 - Mystery
 - Science Fiction
 - Other
-
- None

3. Are you involved in any African American organizations?

- Yes
- No

4. Are you involved in any book clubs?

- Yes
- No

5. Do you read ebooks?

- Yes
- No

6. Rate your level of agreement. I would be interested in reading a novel about Harriet Tubman.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

7. Rate your level of agreement. I would attend a speaker/author who was doing a live book reading.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

8. I recently bought something that was promoted on social media.

- yes
- No

9. What is your age?

- Under 18
- 18-25
- 26-35
- 36 and up

10. What defines your race?

- White
- African American/Black
- Hispanic
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Other

Alpha Communications Focus Group Questionnaire

<p>Welcome (2 minutes)</p>	<p>Welcome. Thank you for agreeing to participate in this focus group. My name is Lauren Bailey, and I will be the facilitator for today's group discussion.</p> <p>I would like to talk to you today about your attitudes and opinions regarding your personal reading habits. The purpose of this focus group is to help our clients market their novel to millennials.</p> <p>I am going to ask you several questions; I ask that only one person speaks at a time, and please say your name before answering a question. There are no right or wrong answers. Please do respect each other's answers or opinions.</p> <p>I will be tape recording the discussion today, and also have note takers recording your answers. You will be completely confidential in the recording and use of this data. We are only going to use first names during the discussion but will not use names in our final report to our client. We also ask that each of you respect the privacy of everyone in the room and not share or repeat what is said here in any way that could identify anyone in this room.</p> <p>Finally, this discussion is going to take about 30 minutes. If at any time you want to stop please let me know. Does anyone have any questions before we start?</p> <p><i>No one had any questions</i></p>
<p>Icebreaker (3 minutes)</p>	<p>I would like to go around the room and state your name and your favorite book:</p> <p>Allison: <u>Firefly Lane</u> Eden: <u>Harry Potter Series</u> Becca: <u>The Art of Racing in the Rain</u> Devin: <u>The Namesake</u> Anthony: <u>The Time Traveller's Wife</u></p>
<p>Opening Question (3 minutes)</p>	<p>[START TAPE RECORDER NOW] Do you read for leisure? <i>Probe: If you read for leisure what type of book do you read?</i></p> <p>Alison: Yes, nonfiction only and newspapers Devin: Yes, fiction Anthony: No Becca: When I have time, fiction Eden: Only on vacation, fiction</p>
<p>Group</p>	<p>What is the most appealing part of a book to you and why?</p>

<p>Discussion – Topic 1 (10 minutes)</p>	<p>Becca: The ending sums everything up and I like seeing the outcome. There is nothing worse then spending hours of my life reading a book only to come out with a bad ending. Allison: I love real stories about real people and reading about new current events. A Long Way Gone is a memoir about a boy soldier and was one of my favorite books. Anthony: The ending because I am proud of myself for actually getting through a book. Devin: I love hearing a new author’s voice. The unique writing style pulls my attention and keeps me reading. If I find an author I like I love discovering new books by them.</p>
<p>Group Discussion – Topic 2 (3 minutes)</p>	<p>Now, let’s talk about genres and where you ultimately purchase your books. Do you ever read historical fiction? If yes, why? And if no, why not? Eden: Yes, my mom recommended it to me Becca: No Allison: Historical Nonfiction Anthony: For class, I agree with Devin Devin: On occasion, if it’s recommended or if I’m interested in the time period</p> <p>Have you purchased something online through social media? If yes, what made you want to buy the product? Eden: No Allison: Yes, clothing and books- if I’m on Nordstrom and I like them they show up on my Facebook and tempt me Anthony: Yes, clothing and food- the advertisement was selling something I was interested in Becca: no Devin: no</p>
<p>Final Thoughts (4 minutes)</p>	<p>In closing, I would like to pose one last question. What advice would you give to a group of students who were trying to market a book about Harriet Tubman to the public? Allison: Be able to make a reasoning as to why it is relevant to people our age, how it could be put into this day and age, why it is different from any other Harriet Tubman Anthony: Advertise why this book is going to be different than other biographies Devin: Have a relevant recommendation, someone that is important to the millenials and someone that I trust the opinion of Eden: Get it endorsed by someone Becca: Relevance to today, see what the significance is of the story Eden: I don’t think if I saw a promotion for a book on social media I</p>

	would purchase it Becca: I like to see books made into movies, that motivates me to read it Allison: If you have it featured on a website, like Elite Daily then I would consider purchasing it
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