***Social Marketing Campaigns***

**University of North Carolina at Chapel Hill**

**MEJO 671.001**

**Spring 2020**

**Instructor:** Dr. Seth Noar **Class:** T/TH 9:30AM – 10:45 PM, CA 340A

**Phone:** (919) 962-4075 **Office Hours:** T/TH 11am-12:30pm and by appt

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**Course Description**

Social marketing is the application of marketing concepts and practices to bring about behavior change for a social good. Social marketing is an approach to planning and implementing projects and programs that emphasizes a customer‐centered mindset to learn what people want and need to change their behavior. Social marketing is NOT expressly about ‘social media’ or ‘social networking’ – although we may discuss the role of vehicles such as Facebook or Twitter in mobilizing opinion and behavior. Social marketing is not entirely about social issue *advertising* because this may not always be the most effective or efficient way to achieve the objectives. As a result, social marketing overlaps with areas of PR, lobbying, direct marketing, education, and entertainment using a mix of techniques from the conventional to the innovative.

In the first weeks of the course we will cover the **basic tenets of social marketing and how it differs from commercial sector and non‐profit marketing**. Students will then be placed into teams to work with a public health client to conduct formative research, develop a social marketing strategy, create and test campaign materials, and present a final plan of action to the client.

Further, this course is designed as a service‐learning course and fulfills the Experiential Education undergraduate student requirement of the University. Service‐learning is a pedagogy integrating academic coursework with meaningful service in the community. The APPLES Service‐Learning Program aims to build sustainable, service‐learning partnerships among students, faculty, and communities in North Carolina and beyond. This experience is valuable in that it provides experience working in the non‐ profit realm and addresses an important need in the community. You are expected to complete the online module which has been developed to orient students to APPLES and prepare them for successful service‐learning partnerships. Please review https://ccps.unc.edu/apples/ to familiarize yourself with the APPLES program.

**Course Goals**

* Define and identify applications of social marketing
* Articulate the principles and methods used in social marketing
* Apply a social marketing planning process to develop a campaign

**Course Objectives**

By the end of the course, students should be able to:

* Define and identify appropriate applications of social marketing
* Describe the principles and methods typically used in social marketing
* Apply a social marketing planning process to develop a campaign. This will include:
	+ Conducting a situation analysis
	+ Conducting formative audience research and writing a research report for an actual client
	+ Developing a social marketing strategy
	+ Designing and testing social marketing materials and concepts with members of the target audience
	+ Writing a social marketing campaign plan
	+ Presenting the plan to a client

This course also addresses a number of competencies valued by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), including the ability to do each of the following:

* Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society
* Understand concepts and apply theories in the use and presentation of images and information
* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
* Think critically, creatively and independently
* Conduct research and evaluate information by methods appropriate to communication professions
* Write correctly and clearly in forms and styles appropriate for communication professions, audiences and purposes
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
* Apply basic numerical and statistical concepts
* Apply tools and technologies appropriate for communication professions
* Contribute to knowledge appropriate to communication professions

**Required Reading**

Lee, N. R. & Kotler, P. (2019). *Social Marketing: Changing Behaviors for Good* (6th Edition). Thousand Oaks, CA: Sage.

Additional readings and materials will be posted on the course Sakai website.

# **COURSE REQUIREMENTS**

The requirements for the course are designed to provide you with the concepts and experiences needed to meet the above-stated objectives. You are required to complete **individual assignments** as well as **a series of group project assignments** for this course, as well as to complete assigned readings and participate in class. **The class will move at a fairly rapid pace once we get going, and you and your group will conduct 2 rounds of original research off-site to inform your social marketing plans.**

**Class Organization**

At the beginning of the semester, we will gather as a typical seminar to discuss assigned readings. I will offer formal lecture comments during class sessions as we examine the basic topics and issues in social marketing together. Following that, we will largely be working in groups. We will develop campaign plans using an “agency team” approach and the class will be divided into 3-4 teams; each team will develop social marketing plans for our client this semester - *Table* (<https://tablenc.org/>) - which is a non-profit organization that provides hunger relief and nutrition education services to children living in Chapel Hill, Carrboro, and the surrounding area. We will frequently gather to discuss and reflect on progress and experiences; the goal is to learn from one another.

**Individual Assignments**

You will be asked to submit two double-spaced essays. **Please hand in a hard copy of each assignment in class.** All assignments are due in class on the date listed in the course schedule.

**CITI assignment:** This is a two-part assignment. You must complete the CITI research training modules for social science research. (*If you have already completed this training, please just provide documentation to me as part of this assignment and then complete the essay assignment listed below.)* See <http://research.unc.edu/offices/human-research-ethics/getting-started/training/> for instructions on registering and logging in. Complete the CITI Program Online course for social science research, and include documentation of completion as part of the materials you submit to me. **The course to complete is the one called Human Research, Group 2 Social and Behavioral Research: 1 – Basic Course.** (One benefit of completing this assignment: you will become a CITI-certified researcher.) **Following** **completion of the module**, **write a 2-page essay** answering the following question: “*As an aspiring social marketing professional,* w*hat did you learn and find useful in the CITI research training module? Be specific and feel free to candidly assess what in the training was useful and what was not.* **Due: January 23.**

**Project Reflection: How does social marketing work?** For this assignment, write a 3-4 paged double spaced essay about how you have come to think about how social marketing works. Reflect on what you have learned in the class and from your group project, and how that has shaped your understanding of the social marketing process. Consider questions such as, “what makes social marketing work?” “what are key ingredients of effective social marketing?” and “what insights did you learn from your original research with your target audience?” You can speak from your personal experience but also be sure to cite some professional sources, such as the textbook, lecture slides, or other books or research articles. **Due: April 21.**

**Group Assignments**

You will be asked to submit the plans and reports below. **Please hand in a hard copy of each assignment in class and also email to me electronically at noar@unc.edu.** All assignments are due in class on the date listed below.

**Formative Research Plan & Report.** Each team will conduct formative research to better understand the motivations and perceptions of the target audience for their campaign plans. Your team can select from the following methods: focus groups, individual interviews, or interviews with dyads or triads. Major components of the project are: 1) plan for the research (e.g., issue, background, subjects, topic areas, setting, incentives, recruitment), 2) information form for participation, 3) moderator guide (the actual introduction and questions written out), 4) actually conducting the focus group or interviews, 5) transcribing the focus group or interview interactions, as needed, and 6) writing a research report of findings (i.e., themes with ample quotes to support the findings). The graduate student in each group will lead the formative research process. **Plan Due: February 11; Report Due: March 5.**

**Message Pre-testing Research Plan & Report.** Each team will develop 2**‐**3 creative concepts and executions to test with members of the target audience via focus group, intercept interviews or a survey. Major components for this step include: 1) plan for the research (e.g., issue, background, subjects, topic areas, setting, and incentives, recruitment), 2) information form for participation, 3) moderator guide (the actual introduction and questions written out), 4) actually conducting the research, and 5) a research report of findings (i.e., themes with ample quotes to support the findings) which will inform the final creative. The graduate student in each group will lead the message pre-testing research process. **Plan Due: March 26; Report Due: April 14.**

**Final Presentations.** On 4/23, the teams will give a professional presentation to the client. We will also have a panel of “judges” - other professors and/or professionals that I will invite as guests to the presentations. Judges will ask questions at the end of each presentation and will give input to me about their impressions. In many cases the success of your presentation rests on your ability to respond thoughtfully, intelligently and thoroughly to questions from the client and judges. You will find examples of final project presentations on sakai. **Due: April 23.**

**Final Project Report.** Each team will turn in a hard copy and electronic copy of your final project report on April 23, the day you conduct your final presentations. The plan should follow the outline that I will provide and discuss with you. You will find examples of final project reports on sakai. **Due: April 23.**

**Peer Evaluations.** The peer evaluation is an important component of all students’ final grades. Each person on a team must confidentially evaluate other team member’s activities and contributions during the semester using the form I will provide. Peer Evaluations will be due via email to me by the end of the day on April 23. Your peers’ evaluation of your contributions will be worth 5% of your final grade. Please do not hesitate to post poor scores for teammates who have not carried their weight. **Due: April 23.**

**Grading Policy**

There are team and individual components to the grade you will receive for this course. Evaluation components will be weighted as follows:

|  |  |  |
| --- | --- | --- |
| Assignment | Due Date | Percent value |
| CITI Assignment  | 1/23 | 5% |
| Formative Research Plan & Report  | 2/11 & 3/5 | Plan: 5%Report: 15% |
| Message Pre-testing Research Plan & Report | 3/26 & 4/14 | Plan: 5%Report: 15% |
| Project Reflection | 4/21 | 10% |
| Peer Evaluations  | 4/23 | 5% |
| Final Project Presentations & Report  | 4/23 | Presentation: 15%Report: 25% |
| Total | 100% |

**Undergraduate Grading Scale:**

A = 93**‐**100%

A**‐** = 90**‐**92%

B+ = 87**‐**89%

B = 84**‐**86%

B**‐** = 80**‐**83%

C+ = 77**‐**79%

C = 74**‐**76%

C**‐** = 70**‐**73%

D+ = 67**‐**69%

D = 60**‐**66%

F = <66%

**Graduate Grading Scale:**

Final graduate course grades are H, P, L, F. Here’s a general description:

* H means a truly outstanding performance in the class and on assignments.
* P is a good, solid performance overall in the class and on assignments.
* L is a performance in the class and on assignments that is below the acceptable level for graduate students. It means the student does not understand the course material very well, does not have a grasp of what is required in this area at the graduate level, is not participating in the class at the level expected of graduate students, or has not handed in all papers or participated in all assignments.
* F is failing. It is given rarely in the circumstance that a student has not handed in H, P, L graded assignments.

\*Note: In instances where group assignments are given a single grade, undergraduates will be given the grade based on their grading scale, and graduate students will be given the equivalent grade on their grading scale.

# **POLICIES AND PROCEDURES**

**Reimbursable Expenses**

As long as we get APPLES funding, each team will receive an allowance to help cover outside costs associated with the project, provided you follow the procedures outlined on the form, which I will post on sakai. Examples of appropriate expenses include but are not limited to, printing or production costs associated with the campaign plan and presentation, research**‐**related expenditures on participant incentives, refreshments for focus groups, and travel expenses. ALL REIMBURSEMENT DOCUMENTATION MUST INCLUDE ORIGINAL RECEIPTS. We can then submit these to the Hussman business office for reimbursement.

**Attendance.** Attendance is required, and attendance will be taken in class. For each absence above two unexcused absences, 5 percent will be deducted from your overall grade in the course. You are required to provide official written documentation for excused absences.  Excuses for university-sponsored activities must be presented in advance of the absence and arrangements for work missed for such activities must be made prior to such absences. No excuses or documentation will be accepted more than two weeks after the absence.

**Missed or late assignments**. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who turn things in on time. For these reasons, any late assignment will have *10 percent* deducted from the score as a penalty for *each day* it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. The *only* exception to this policy will be *documented* and *university accepted* excuses.

**Honor Code.** It is expected that each student will conduct himself or herself within the guidelines of the University honor system (http://honor.unc.edu). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class, which includes outside writing assignments. Use of former students’ writing assignments constitutes a breach of the honor code and will be dealt with accordingly. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**Diversity.** The University’s policy on Prohibiting Harassment and Discrimination is outlined in the 2011**‐**2012 Undergraduate Bulletin http://www.unc.edu/ugradbulletin/. In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression or disabilities.

**Seeking Help.** If you need individual assistance, it is your responsibility to meet with the instructor during office hours or to set up an appointment for another time. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

**Special Accommodations.** If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Department of Disability Services website at http://disabilityservices.unc.edu/ or call (919) 962**‐**8300.

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|  | ***Semester Schedule Overview*** |  |
| ***Date*** | ***Topics*** | ***Readings/Assignments*** |
| Week 1: 1/9 | Introduction to the course |  |
| Week 2: 1/14 & 1/16 | Overview of the social marketing approachWhy research? Research and social marketing | 1/14*L&K 1-2*1/16*L&K 3* |
| Week 3:1/21 & 1/23 | Client presents; Michelle Perry, Nutrition Education Programs Associate, TABLE, inc.*Step 1*: Background, purpose, and focus; *Step 2*: Situation Analysis (SWOT)*Step 3*: Segmentation and Audience Segmentation and Selection  | 1/21Client readings (on sakai)1/23*L&K 5 & 6***\*CITI assignment due** |
| Week 4:1/28 & 1/30 | *Step 4*: Goals and Objectives*Step 5*: Benefits, Barriers and Competition | 1/28*L&K 7*1/30*L&K 4 & 8**Noar (2005)* |
| Week 5:2/4 & 2/6 | Writing a formative research plan: What do you know ... and what do you need to find out? | 2/4*Atkin & Freimuth (2013)*2/6 |
| Week 6: 2/11 & 2/13 | *Step 6:* Positioning*Step 7*: Marketing Mix - Product | 2/11*L&K 9***\*Formative Research Plan due**2/13*L&K 10* |
| Week 7: 2/18 & 2/20 | *Step 7*: Marketing Mix - Price and Place*Step 7*: Marketing Mix - Promotion and Channels | 2/18*L&K 11 & 12**Brown et al. (2008)*2/20*L&K 13 & 14**Hornik (2002)* |
| Week 8: 2/25 & 2/27 | *Step 8*: Implementation and Monitoring *Step 9*: Budget *Step 10*: Evaluation | 2/25*L&K 15-17*2/27 |
| Week 9: 3/3 & 3/5 | Class work sessions | 3/33/5**\*Formative Research Report due** |
| Week 10:3/10 & 3/12 |  Spring Break - enjoy! | No class |
| Week 11: 3/17 & 3/19 | Pre-testing/message testing | 3/173/19 |
| Week 12: 3/24 & 3/26 | Class work sessions | 3/243/26**\*Message Pre-testing Plan due** |
| Week 13: 3/31 & 4/2 | Class work sessions | 3/314/2 |
| Week 14: 4/7 & 4/9 | Class work sessions | 4/74/9 |
| Week 15: 4/14 & 4/16 | Class work sessions | 4/14**\*Message Pre-testing Report due**4/16 |
| Week 16: 4/21 & 4/23 | Final presentationsWrap up; peer evaluations | 4/21**\*Project reflection: How does social marketing work?**4/23**\*Peer evaluations due****\*Final plan due****\*Final project presentations** |

\*Note. This schedule is a general guide for the course. Due to the dynamic nature of this course, we may make changes as we go, especially in the latter part of the semester. We also may make changes to accommodate the availability of our client to visit class.

*\*\*This course has no final exam.*