***Social Marketing Campaigns***

**University of North Carolina at Chapel Hill**

**MEJO 671.001**

**Fall 2019**

**Instructor:** Dr. Seth Noar **Class:** M/W 12:30 PM – 1:45 PM, CA 340A

**Phone:** (919) 962-4075 **Office Hours:** M/W 2:00pm-3:30pm

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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 **three individual assignments** as well as **a series of group assignments** for this course, as well as to complete assigned readings and participate in class discussion.

**Class Organization**

During roughly the first month of the semester, we will gather as a typical seminar to discuss assigned reading. I will offer formal lecture comments during class sessions as we all approach the basic issues raised by social marketing together. Following that first month, we will largely be working in groups. We will develop campaign plans using an “agency team” approach and the class will be divided into three teams; each team will develop social marketing plans for our client this semester - the State of North Carolina Tobacco Control Branch (https://www.tobaccopreventionandcontrol.ncdhhs.gov/). 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 three 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

**How do ads work (#1)**: In a 2- to 3-page double-spaced essay, you need to address the following two questions: “*How do advertisements work?”* and “*Are advertisements likely to work equally as well to promote commercial sales as they are for most social marketing goals?”* I am assigning this paper at the beginning of the semester and do not expect you to tie this first essay directly to course readings (though you might benefit from the assigned reading for the first week). You will have an opportunity to revisit these questions again at the end of the semester in a way that reflects our readings and work this semester. For now, the task is to be specific in your arguments and take a stand. Use examples. You can and should draw on your own experience and do not need to include formal citations in this first essay. **Due: August 26.**

**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 on and <https://citiprogram.org> for actual modules. Complete all recommended for social science research and include documentation of completion as part of the materials you submit to me. (One benefit of completing this assignment: you will become a CITI-certified researcher.) **Following** **completion of the modules**, **write a 1- to 2-page essay** answering the following question: “*As an aspiring social marketing professional,* w*hat did you (and did you not) find useful in the CITI research training module?* **Feel free to candidly assess what in the training was useful and what was not. Due: September 16.**

**How do ads work (#2)**: For assignment #1, you addressed two questions (“*How do advertisements work?”* and “*Are advertisements likely to work equally as well to promote commercial sales as they are for most social marketing goals?”*). For assignment # 3, you will *rewrite* that paper based on what you learned during the semester. In a 3- to 5-page essay, you will need to specifically *add citations from at least 3 of the articles or chapters covered during the semester or others you might find (with the Lee and Kotler book counting as just one source at most)*. Please use American Psychological Association formatting. (Style guides are available online.) You can continue to draw upon personal examples in some instances and likely will find your work with a client this semester useful to discuss, but you also need to back up your arguments with citations to literature and empirical evidence when possible.**Due: November 25.**

**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 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. You 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) consent to participate, 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, 6) writing a research report of findings (i.e., themes with ample quotes to support the findings) and 7) a research reflection (i.e., analyze the process, what went well, what did not, what you would do differently). Components 1-6 are to be completed by the team; component 7 will be completed individually by each student (individual assignment). Items 1-2 should be completed using the UNC IRB application form as a guide. The graduate student in each group will lead the IRB process. **Plan Due: September 30; Report Due: October 23.**

**Message Testing Research Plan & Report.** Each team will develop 2**‐**3 creative concepts and executions to test with members of the target audience via intercept interviews or an online survey. Major components for this step include: 1) plan for the research (e.g., issue, background, subjects, topic areas, setting, and incentives, recruitment), 2) consent to participate, 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. Items 1-2 should be completed using the UNC IRB application form as a guide. The graduate student in each group will lead the IRB process. **Plan Due: October 30; Report Due: November 18.**

**Final Presentations.** On 12/2, the teams will give a professional presentation to the client. We may also have a panel of “judges” - other professors and/or professionals that I will invite. Judges will ask questions at the end of each presentation and then 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.

**Due: December 2.**

**Final Project Report.** Each team will turn in a hard copy of your final project report on December 4, the day you conduct your final presentations. You will submit an electronic copy of the report to me at noar@unc.edu. The plan should follow the outline that I will provide and discuss with you. There are examples of final project reports from prior semesters on sakai. **Due: December 4.**

**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 before class begins on Wednesday, December 4. Your peers’ evaluation of your contributions will be worth 15% of your final grade. Please do not hesitate to post poor scores for teammates who have not carried their weight. The final project is worth 35% of the course grade and I need to be able to bring the grades down for those who have not done their fair share of the work. **Due: December 4.**

**Grading Policy**

There is a team and individual component to the grade you will receive for this course. Sixty**‐**five percent of your final grade will be based on the work you do with your team and 35% of your final grade will be based on your individual performance. Evaluation components will be weighted as follows:

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| --- | --- | --- |
| Assignment | Due Date | Percent value |
| How Do Ads Work Assignment #1 | 8/26 | 5% |
| CITI Assignment | 9/16 | 5% |
| Formative Research Plan & Report | 9/30 & 10/23 | 15% |
| Research Reflection | 10/23 | 5% |
| Message Testing Research Plan & Report | 10/30 & 11/18 | 15% |
| How Do Ads Work Assignment #2 | 11/25 | 5% |
| Peer Evaluations | 12/4 | 15% |
| Final Project Presentations & Report | 12/2 & 12/4 | 35% |
| 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. To simplify the reimbursement process for you, I will likely take out a cash advance for the course and will disburse funds to you as needed. However, I must receive timely receipts and documentation as outlined or I will have to reimburse the university out of my own money. ALL REIMBURSEMENT DOCUMENTATION MUST INCLUDE ORIGINAL RECEIPTS. PLEASE ATTACH THESE SECURELY!

**Attendance.** Attendance is required, and attendance will be taken in class. For each absence above 2, 20 points 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 Chris Roush, 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:  8/21 | Introduction to the course |  |
| Week 2:  8/26 & 8/28 | Overview of the social marketing approach | 8/26  *L&K 1-3*  **\*How do ads work #1 assignment due**  8/28  *L&K 4-5* |
| Week 3:  9/4 | Audience research; segmentation and audience selection; behavior goals | 9/4  *L&K 6-7*  **\*CITI assignment due** |
| Week 4:  9/9 & 9/11 | Benefits, barriers and competition  Behavioral and health communication theories | 9/9  *L&K 8*  9/11  *L&K 4*  *Noar (2005)* |
| Week 5:  9/16 & 9/18 | Project Kick‐off (9/16 - client presents); Ann Staples, Director of Public Education & Communication, Division of Public Health, Tobacco Prevention & Control Branch; other background on health problem | 9/16  *Several readings in “E-cigarette resources” folder on Sakai*  9/18 |
| Week 6:  9/23 & 9/25 | Writing a formative research plan: What do you know ... and what do you need to find out? | 9/23  *Atkin & Freimuth (2013)*  9/25 |
| Week 7:  9/30 & 10/2 | Planning the marketing mix: Positioning, brand and product  Planning the marketing mix: Price and Place | 9/30  *L&K 9-10*  **\*Formative Research Plan due**  10/2  *L&K 11-12* |
| Week 8:  10/7 & 10/9 | Planning the marketing mix: Promotion and Channels  Implementation, Monitoring & Evaluation | 10/7  *L&K 13-14*  10/9  *L&K 15-17*  *Hornik (2002)* |
| Week 9:  10/14 & 10/16 | Conduct Research  Conduct Research | 10/14  10/16 |
| Week 10:  10/21 & 10/23 | Message testing and material development  Message testing and material development | 10/21  10/23  **\*Formative Research Report due** |
| Week 11:  10/28 & 10/30 | Consults/in class work sessions | 10/28  10/30  **\*Message testing Plan due** |
| Week 12:  11/4 & 11/6 | Consults/in class work sessions | 11/4  11/6 |
| Week 13:  11/11 & 11/13 | Conduct Research  Conduct Research | 11/11  11/13 |
| Week 14:  11/18 & 11/20 | Finalize campaign plans | 11/18  **\*Message testing report due**  11/20 |
| Week 15:  11/25 | Finalize campaign plans | 11/25  **\*How do ads work #2 assignment due** |
| Week 16:  12/2 & 12/4 | Presentation prep; wrap up; final presentations | 12/2  **\*Final project presentations**  12/4  **\*Peer evaluations due**  **\*Final plan due** |

\*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 our class.