

**Social Marketing Campaigns**  
**University of North Carolina at Chapel Hill**  
**MEJO 671.001**  
**Spring, 2023**

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**Instructor:** Dr. Seth Noar  
**Email:** noar@unc.edu

**Class:** T/TH 2:00-3:15PM, Carroll Hall Rm 11  
**Office Hours:** TBD/By appointment

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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 also not entirely about social issue *advertising* because it goes beyond just advertising. 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.

This semester will feature a **special session** of the social marketing class, with a particular emphasis on the role of research in society and social marketing. **In this age of mis- and dis-information, conducting and utilizing research has become more important than ever.** We will have guest speakers on this topic and will, throughout the course, put a particular emphasis on how research can and should be used to inform social marketing, policy, and practice.

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. **The original formative research you will conduct will give you first-hand experience conducting research and using it to inform practice.**

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
- Understand the role that research plays in social marketing, policy, and practice
- 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 the client
- Describe different forms of research and how it is used to inform social marketing, policy, and practice

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* (6<sup>th</sup> 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 original research 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 teams; each team will develop social marketing plans for our client this semester. We will frequently gather to discuss and reflect on progress and experiences; the goal is to learn from one another.

### **COVID-19 and Mask Use**

The mask requirement at UNC was lifted for most of campus on March 7, 2022. Masks are encouraged in classrooms but are not required. Please do what makes you comfortable in class and respect your classmates’ decision as to whether to wear a mask or not. For additional information, see <https://carolinatogether.unc.edu/community-standards/>

### **Individual Assignments**

You will be asked to submit two double-spaced essays. All assignments are due when class starts on the date listed in the course schedule. Please use APA reference style in your writing.

**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 double-spaced essay** answering the following question: “*As an aspiring social marketing professional, what did you learn from the CITI research training module?*” **Due: January 26.**

**Project Reflection: How does research inform social marketing?** For this assignment, write a 3-4 paged double spaced essay about how research informs social marketing. Reflect on what you have learned in the class and from your group project, and how the research you conducted shaped your social marketing project. Consider questions such as, “how should research be applied in social marketing?”, “what insights were gained from your original research with your target audience?”, and “how did research inform and shape your final social marketing project?” Speak from your experience in the class, and bring in professional sources where appropriate, such as the textbook, lecture slides, or other sources. **Due: April 20.**

### **Group Assignments**

You will be asked to submit the plans and reports below. All assignments are due when class starts 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) moderator guide (the actual introduction and questions written out), 3) actually conducting the focus group or interviews, 4) transcribing the focus group or interview interactions, as needed, and 5) writing a research report of findings (i.e., themes with ample quotes to support the findings). The graduate student(s) in each group will lead the formative research process. **Plan Due: February 21; Report Due: March 9.**

**Message Pre-testing Research Plan & Report.** Each team will develop creative materials 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) moderator guide (the actual introduction and questions written out), 3) actually conducting the research, and 4) a research report of findings (i.e., themes with ample quotes to support the findings) which will inform the final creative. The graduate student(s) in each group will lead the message pre-testing research process. **Plan Due: March 23; Report Due: April 6.**

**Final Project Report.** Each team will turn in an electronic copy of your final project report on the same day you conduct your final presentations. The plan should follow the detailed 10-step plan that I will provide and we will discuss at length throughout the semester. The 10-step plan and template are located on our Sakai site. You will also find examples of final project reports from prior semesters on Sakai. **Due: May 2.**

**Final Project Presentations.** On December 6 from 12:00 – 2:00pm, the teams will give a professional presentation to the client. We will also have a panel of “judges” – other professionals that I will invite as guests to the presentations. Both the client and judges will give feedback and ask questions at the end of each presentation and will provide input to me about their impressions. You will find examples of final project presentations on Sakai. **Due: May 2.**

**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 the same day that your final report is due. 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: May 2.**

### 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	1/26	5%
Formative Research Plan & Report	2/21 & 3/9	Plan: 5% Report: 15%
Message Pre-testing Plan & Report	3/23 & 4/6	Plan: 5% Report: 15%
Project Reflection	4/20	10%

Peer Evaluations	5/2	5%
Final Project Report and Presentation	5/2	Report: 25% Presentation: 15%
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

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 share with you. 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. Funds will come from either the UNC APPLES program or my Hussman School professorship fund.

**Attendance.** University policy is as follows: No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Please communicate with me early about potential absences, and be aware that you are bound by the Honor Code when making a request for a University approved absence.

My attendance policy is as follows: 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.** I expect 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. 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 C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**Diversity.** I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve this; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). 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. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

**Policy on Non-Discrimination.** The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed,

genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](https://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

**Title IX.** Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu).

**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.** The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

**Counseling and Psychological Services.** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**Syllabus Changes.** The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

<b><i>Semester Schedule Overview</i></b>		
<b><i>Date</i></b>	<b><i>Topics</i></b>	<b><i>Readings/Assignments</i></b>
Week 1: 1/10 & 1/12	Introduction to the course	1/10

	Overview of the social marketing approach	1/12 L&K 1-2
Week 2: 1/17 & 1/19	Why research? Research and social marketing (also note that 1/17 is the Hussman School's MLK day of action)  Form Groups; 10-Step Template	1/17 L&K 3  1/19
Week 3: 1/24 & 1/26	Client presents <i>The Chapel Hill Campus and Community Coalition to Reduce the Negative Impacts of High-Risk Drinking (CCC – Campus and Community Coalition)</i> Director: Samantha Luu  <i>Step 1: Background, purpose, and focus</i> <i>Step 3: Audience Segmentation/Selection</i> <i>Start 10-Step Plan</i>	1/24 Client readings (on Sakai)   1/26 L&K 5 & 6 <b>*CITI assignment due</b>
Week 4: 1/31 & 2/2	<i>Step 2: Situation Analysis (SWOT)</i>  <i>Step 4: Goals and Objectives</i>	1/31  2/2 L&K 7
Week 5: 2/7 & 2/9	<i>Step 5: Benefits, Barriers and Competition</i>  Formative research	2/7 L&K 4 & 8 <i>Noar (2005)</i>  2/9 <i>Atkin &amp; Freimuth (2013)</i> <i>Brown et al. (2008)</i>
Week 6: 2/14 & 2/16	No class, Well-being day  Class work session	2/14  2/16
Week 7: 2/21 & 2/23	Class work session  Class work session	2/21 <b>*Formative Plan due</b>  2/23
Week 8: 2/28 & 3/2	Class work session  Class work session <i>Step 6: Positioning</i> <i>Step 7: Marketing Mix - Product</i>	2/28  3/2 L&K 9 & 10



Week 9: 3/7 & 3/9	<i>Step 7: Marketing Mix - Price and Place</i>  <i>Step 7: Marketing Mix - Promotion and Channels</i>	3/7 <i>L&amp;K 11 &amp; 12</i>  3/9 <i>L&amp;K 13 &amp; 14</i> <b>*Formative report due</b>
Week 10: 3/14 & 3/16	No class, spring break. Enjoy! 😊	3/14 3/16
Week 11: 3/21 & 3/23	Message testing  Class work session	3/21  3/23 <b>*Message Pre-testing Plan due</b>
Week 12: 3/26 & 3/30	<i>Step 8: Implementation and Monitoring</i>  <i>Step 9: Budget</i> <i>Step 10: Evaluation</i>	3/26 <i>L&amp;K 15-17</i> <i>Hornik (2002)</i>  3/30
Week 13: 4/4 & 4/6	Class work sessions  No class, Well-being day	4/4  4/6 <b>*Message Pre-testing Report due</b>
Week 14: 4/11 & 4/13	Class work sessions	4/11 4/13
Week 15: 4/18 & 4/20	Class work sessions  Class work sessions	4/18  4/20 <b>*Project reflection: How does research inform social marketing?</b>
Week 16: 4/25 & 4/27	Class work sessions  Final consults with Professor Noar	4/25  4/27
Final Presentations 5/2 from 12-2:00pm		<b>*Peer evaluations due</b> <b>*Final plan due</b> <b>*Final project presentations</b>

\*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 in general and for the final presentations.

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