



MCOM 4022: Social Marketing

Spring 2018

MCOM 4022 is a blended Special Topic course for undergraduate students in Mass Communications and Public Health

Departments of
Mass Communication and Population Health

Instructor: Linsey Grove, MPH, CPH, CHES
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Office hours: Please contact to schedule office hours

Day and time the class meets: Online

Location of class: Online

Course Description: This course introduces the principles and concepts of social marketing, which uses commercial marketing techniques to motivate behavioral and social change. Students critically examine social change and public health initiatives that target deeply held beliefs and personal behaviors resistant to change. They learn techniques for using social marketing to improve a social good, such as individual and community health, the environment, or social capital.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Upon completion of this course, the student will be able to:

- Describe social marketing principles and concepts
- Apply social marketing principles and concepts to new and established social change and public health programs and issues in the public and nonprofit sector
- Critically evaluate social marketing campaign processes, uses, and effects on individual behavior, community issues, and policy measures
- Integrate social and commercial marketing strategy components such as social media marketing and the marketing mix into an effective

- strategic communication campaign
- Develop a comprehensive social marketing plan based on research, evidence-based practice, and social marketing principles

Grading Scale (%):

A	89.5 - 100.0
B	79.5 - 89.49
C	69.5 - 79.49
D	59.5 - 69.49
F	≤ 59.49

Textbooks:

Social Marketing: Changing Behaviors for Good (5th Ed.) by Nancy Lee & Philip Kotler

Program Choices:

(choose one evidence-based practice from the Community Guide to plan a social marketing campaign with)

- <https://www.thecommunityguide.org/> (look for programs under “Topics”)

Tk20 Account statement (if required for class)

Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format: 15-week course schedule with weekly modules

Course Content & Calendar:

Week/ Date	Unit	Activities/Reading	Assignment(s) DUE:
Week 1/ Jan. 17-Jan. 20	Introduction to Social Marketing & Class	Activity: Identify group member with similar research interests, review Group Topic/Program choices Read: Ch. 1: Defining and Distinguishing Social Marketing (pg. 2-35)	<i>Individual Assignment:</i> Discussion Post - Introductions DUE: Jan. 21
Week 2/ Jan. 21-Jan.27	Social Marketing Strategic Planning Process Overview	Read: Ch. 2 (pg. 41-65) & Ch 4 (pg. 97-106) Activity: Identify group members and your topic/program choice for your semester project	<i>Group Assignment:</i> Choose your project topic and complete Social Marketing Planning Worksheet Step 1
Week 3/ Jan. 28-Feb. 3	Building the Foundation for Success: Conducting a Situational Analysis	Read: Ch. 4 (pg. 106-118) Activity: Choose an organization and community for your project to take place in Listen/View: Situational Analysis Video	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 2
Week 4/ Feb. 4-Feb. 10	Identify Your Audience: Segmentation & Evaluation	Read: Ch. 5 (pg. 122-150)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 3
Week 5/ Feb. 11-Feb. 17	Developing Direction: Creating Goals & Objectives	Read: Ch. 6 (pg. 153-173)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 4
Week 6/ Feb. 18-Feb.24	Understanding Audience Behavior: Barriers, Benefits, & Motivators	Read: Ch. 7 (pg. 177-201)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 5
Week 7/ Feb. 25-Mar.3	Behavioral Focus: Developing Your Positioning Statement	Read: Ch. 9 (pg. 234-257)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 6
Week 8/ Mar. 4-Mar.10	Marketing Mix Strategy: Product	Read: Ch. 10 (pg. 259-282)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 7.1
Week 9/ Mar. 11-Mar.17	Marketing Mix Strategy: Price	Read: Ch. 11 (pg. 285-307)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 7.2
Week 10/ Mar. 18-Mar. 24	Marketing Mix Strategy: Place	Read: Ch. 12 (pg. 310-335) Listen/View: Understanding Social	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 7.3

		Media as a Communication Channel	
Week 11/ Mar. 25-Mar.31	Marketing Mix Strategy: Promotion	Read: Ch. 13 & Ch. 14 (pg. 338-412) Listen/View: Developing a Creative Strategy and Using the Elements of Design	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 7.4 <i>Individual Assignment:</i> Post Your Creative Design Promotion in the Discussion Board
Week 12/ Apr. 1-Apr. 7	Assessing Success: Developing a Monitoring and Evaluation Plan	Read: Ch. 15 (pg. 417-445)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 8
Week 13/ Apr. 8-Apr. 14	Show Me the Money: Budgets and Finding Funding Sources	Read: Ch. 16 (pg. 447-467)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 9
Week 14/ Apr. 15-Apr. 21	Making it Work: Creating an Implementation Plan	Read: Ch. 17 (pg. 471-501)	<i>Group Assignment:</i> Social Marketing Planning Worksheet Step 10
Week 15/ Apr. 22-Apr. 28	Social Marketing Plan - Final Project		<i>Group Assignment:</i> Final Social Marketing Plan DUE

Course Assignment Requirements:

Group Worksheet Assignments (10 pts per Assignment X 13 Assignments = 130 pts)

- These are group assignments and should be worked on equally between group members
- A blank worksheet template will be provided to you each week to fill out and turn in as a group
- At the end of the semester, your group will use all 13 worksheets to develop and submit a final Social Marketing Plan for your chosen program
- **When citations are used (ex. Background and Significance), please use APA format and include in-text citations and a reference page. If this is not included, you will be marked down.**

Group Final Project: Social Marketing Plan (140 pts)

Project Plan and Materials include:

1. Project Plan:
 - a. Executive Summary & Background
 - b. Situational Analysis
 - c. Goals and Objectives
 - d. Audience Profile & Analysis
 - i. Audience Profile
 - ii. Barriers & Benefits
 - iii. Motivators & Competitors

- e. Individual Creative Design Promotion from Each Group Member
- f. Campaign Strategy
 - i. Positioning Statement
 - ii. Marketing Mix
 - iii. Scope of Work
- g. Timeline & Budget
- h. Evaluation & Monitoring Plan
- i. Implementation Plan

Discussion Board (10 pts each X 3 assignments = 30 pts)

PLEASE NOTE: your discussion post (original) needs to be posted Thursday so that a reply can be posted by Sunday.

Week 1:

- Introductions
 - Degree & Program Progress
 - Professional and personal interests
 - Why did you take this class?
 - What are your expectations for this class?
 - **Reply to two other students in the class**

Week 2:

- Group Topic/Program Choice
 - **Only ONE person needs to post from your group.** Please include:
 - Topic and program you have chosen for your group project
 - List the names of the students in your group

Week 11:

- Creative Design Promotion (Individual Assignment)
 - Choose either a traditional or social media promotional product:
 - Traditional Promotional Product:
 - Advertisement (Billboard, Bus Wrap, etc.)
 - Public Service Announcement (short 15-30 second radio segment)
 - Flyers & Other Print Products
 - Special Events (Print Program of Event, Television News Clip)
 - Special Promotional Products (ex. refrigerator magnets, coasters, products related to your campaign)
 - Social Media Promotional Product:
 - Facebook Event with one post with image
 - Facebook Ad Campaign - 3 ads with captions
 - Twitter Campaign - 5 tweets with 3 images attached and hashtag
 - YouTube Video
 - Instagram - 5 image posts with captions and hashtags

- Discussion Board Critique (Individual Assignment)
 - **Please respond to one other student in the class**
 - Identify three design elements used in the product
 - Identify three design principles used in the product
 - Suggestions for future revisions (if necessary)
 - Overall thoughts on the chosen product for review
 - What was the message?
 - How was that executed in the visual product?
 - What were your initial thoughts?

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - o [Procedures in Cases of Academic Dishonesty #810213](#)
 - o [Disabled Student Policy #811006](#)
 - o [Student Absences on Religious Holy Days #861001](#)
 - o [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2),

Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final

semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix (*A blank example is provided below*):

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)
Activities/Assignments

(including field
based
activities)

Measurement (including
performance based)

Standards Alignment

S—SPA Standard Alignment

TS—Texas Educator

Standards/Competencies

DDP—Diversity and Disposition
Proficiencies

[CF—Conceptual Framework
Indicator](#)

[N/C—NCATE/CAEP Standard 1
\(if there is no SPA\)](#)

[NETS*S – ISTE NETS Technology
Standards for Students](#)

Program specific URL address for *Specialty Program Association (SPA) standards*:

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Course Evaluation:

Expectations:

Bibliography: