CMGT 583: SOCIAL MARKETING & ENTERTAINMENT-EDUCATION
FALL 2019

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Section: #21771 – Wednesday, 6:30-9:20 p.m.
Classroom: ANN 406
Office hours: M/W 5:30 – 6:30 PM

Office hours are by appointment only. Emails, texts and phone calls are always welcome.

COURSE DESCRIPTION
This is a practical course that, among other things, will provide the knowledge needed to research and plan a social marketing campaign. To give depth to the actual planning process, we will look at behavior change methodologies and communication strategies that increase the effectiveness of media-based interventions. Social Marketing and Entertainment-Education methodologies will be the main focus of the course but we will also consider less conventional approaches, such as Transmedia (Multi-Platform Storytelling), Positive Deviance and Liberating Structures.

Social Marketing (SM) campaigns use traditional and new marketing principles to gain awareness and influence human behavior, just as in most every commercial marketing campaign. The main difference is that SM’s intent is to promote awareness and behavior change on social issues, disease prevention/treatment, environmental concerns and the like, rather than simply encouraging the purchase of the advertised product or service.

Entertainment-education (EE) storylines utilize multiple forms of mass media entertainment programming to educate viewers by unobtrusively embedding educational content into entertainment narratives in television, web-based programming, movies, games, graphic novels, music videos and more.

Understanding, designing and evaluating these types of communication campaigns requires knowledge of the psychological and sociological theories that underlay these approaches, as well as an understanding of formative and evaluative research, audience analysis, marketing tactics, copywriting, campaign strategy, media planning and more. This class will provide both a theoretical and practical approach to these methods, providing the students a keen understanding of these powerful methodologies, as well as practical, applicable skills for their professional careers.

COURSE GOALS
By the end of the semester, you should feel confident in knowing how to:

- Effectively use entertainment-education, social marketing and other methodologies to build awareness and change behaviors on critical environmental, health and social issues;
- Analyze an existing campaign based social marketing best practices;
- Perform formative research, target audience segmentation/analysis and program evaluation;
- Understand how the Four P’s of marketing are integrated into a social marketing intervention;
- Assess how the psychosocial and physical environment and situations impact behavior change;
- Develop a creative brief, campaign messaging, and targeted creative concepts;
- Develop strategy, planning and media selection;
- Incorporate theories into entertaining narratives and campaigns that aid in the promotion of effective communication and changes in behavior, and
- Develop a social marketing plan, with a team, on a health, social or environmental issue of your choosing.
**COURSE EXPECTATIONS**
- Check Blackboard and email for announcements each week.
- Complete the assigned readings listed on the syllabus or added to Blackboard before every class.
- Be an active and willing participant in thoughtful, pertinent class discussions.
- Contribute meaningful content and commentary to the course discussion blog.
- Be an effective, responsible, and contributing member of your group.
- Treat your classmates and professor with respect by taking the responsibilities and requirements of this course seriously.
- Complete all course assignments, projects and activities on time and with your best effort.
- **Important note:** Do not rely on class lectures to present the content that is found in the assigned readings. You are expected to come to class prepared so that the activities and guest speakers will prove valuable and enrich your learning experience.

**REQUIRED COURSE MATERIALS**
- Numerous articles listed on the syllabus will be posted on Blackboard, both assigned and for reference. Please check Blackboard weekly for assigned readings and readings added during the semester.

**OPTIONAL BOOKS**

**ADA COMPLIANCE STATEMENT**
Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor (or TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

**ACADEMIC CONDUCT**
Plagiarism is presenting someone else’s ideas as your own, either verbatim or recast in your own words; it is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*, https://scampus.usc.edu. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

**ASSIGNMENTS**
All assignment prompts will be posted on Blackboard; assignment summaries are listed below. While I will discuss each assignment in class, I will not pass out a printed document. It is your responsibility to locate the assignment prompt. As there are several assignments in this course, please look ahead and make note of the due dates.

- **Social Marketing Campaign Analysis (individual work)** – In papers one and two, you will choose a health or social issue and then select a comprehensive social marketing campaign that addresses that it. You will provide a summary of your research on the issue and root causes, determine the target populations for an intervention,
and analyze an actual campaign by “reverse-engineering” it using the methodologies presented in the text and lectures. You will be asked to consider how theories might have played a role in the creative design as well and offer (supported) recommendations as to how you might improve it.

- **Discussion Board** – The main purpose of this board is to share what you find noteworthy and relevant with your cohorts. You are to post a minimum of five unique examples of social marketing, entertainment education, and transmedia that include brief remarks tying the example to our class material. You must also thoughtfully comment on no fewer than five of your classmates’ posts. As the true value is in the discussion, posting and commenting in the final week of class will not earn full points.

- **Social Marketing Plan (Team Project)** – The final assignment of this course will be a (modified) social marketing plan that you research and develop with your team. Each team will select a health or social issue and prepare a social marketing plan. On the evening of the course final, all teams will present a summary of their plan. Please note, while this final assignment entails a notable amount of effort, it will provide you with a valuable example of your work product and show your understanding of social marketing for job interviews and future positions. Some class time will be provided for group work.

**GRADING**

Papers are graded on formatting and organization, thoroughness of literature search, an accurate presentation of findings, and meaningful content that shows comprehension. Proper use of APA Style, superior writing quality, good grammar and sentence structure, lack of typographical errors, and are essential to receive a passing grade. You must address every element of the assignment indicated on the prompt.

To achieve a “C” or better on written assignments, you must write at a level appropriate for a university student, i.e., with strong concepts, correct grammar, and attention to the smallest details of the prompt. “C” grades are given when the work shows a minimal understanding of the material and a marginal fulfillment of the requirements. A “B” represents above average work that demonstrates adequate insight and effort, very few errors, and close attention to the requirements. An “A” represents excellent work, free of typos, each required element completed, and thoughtful, scholarly content. If you are disappointed by a grade, I would be happy to discuss your work with you and help you improve for the next assignment. Remember, university professors grade based on achievement, not for effort.

**Paper Format:** All papers must be written using APA style (12-point font, double-spaced, subheads, cover page, running header and page numbers, in-text citations, and reference list). Help with APA Style can be found at [https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/) and [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx).

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**SYLLABUS**

Readings should be completed *prior to class* the day they are scheduled. Please check Blackboard frequently for newly assigned readings, recorded lectures, slide decks, and announcements. This syllabus is subject to change, please be flexible.
This course frequently offers industry-based guest speakers. As their schedules often change, rather than listing each speaker and constantly revising the syllabus, we will aim to keep the readings and topics as listed in the schedule and add the speakers as their schedules permit.

WEEK 1 – INTRODUCTION

8/28 – Introduction to course content and expectations; examples of entertainment-education and social marketing.

WEEK 2 – INTRO TO EE & SM -


I am so excited for us! Think Ten is just wrapping up post-production on an interactive VR experience around a true story of a 16-year old wrongfully convicted of rape and murder. It won’t be released until later in the Fall, so we get a sneak peak!

We will look at the early days of entertainment-education, 10 key steps of social marketing and preview Sabido’s EE methodology.

Start posting social marketing and entertainment-education examples to our course discussion board.

Readings:

- Lee & Kotler, chapters 1, 2
- Singhal, Cody, Rogers & Sabido, chapters 1, 2 – Singhal & Rogers; Poindexter (BB)
- Pop Culture with a Purpose! This is a fine EE summary with case studies, written by Virgina Lacayo and Arvind Singhal, published by Oxfam Novid in 2008. There are no printed copies left; the complete short book is posted.
- Check BB for other readings.

WEEK 3 – SABIDO METHODOLOGY

9/11 – This class session will focus on theories used in the development of EE narratives and SM campaigns. Miguel Sabido coined the term entertainment-education nearly 40 years ago and is credited with founding the method we still use today. The Sabido Methodology combines elements of Shannon and Weaver’s Communication Model, Bentley’s Dramatic Theory, Jung’s Theory of the Collective Unconscious, MacLean’s Concept of the Triune Brain, and Bandura’s Social Cognitive Theory. We will review examples of entertainment programming that uses EE methodology and analyze the use of these theories.

Readings:

- Lee & Kotler, chapter 8
- Check BB for other readings.
WEEK 4 – FORMATIVE RESEARCH & SITUATION ANALYSIS

9/18 – We will begin our deep dive into the social marketing planning process with the foundation of any successful campaign – research and analysis. Formative research can continue up until a campaign launches when you then embark on additional research measures (monitoring and evaluation). You will learn how to prepare a SWOT analysis, and clarify the focus and purpose of your campaign. We will look at media examples, case studies and complete analyses in class.

Continue posting and commenting on our course discussion board.

Readings:
- Lee & Kotler, chapters 3, 4
- Check Blackboard for case studies not in your text.

WEEK 5 – AUDIENCE ANALYSIS & BEHAVIOR OBJECTIVES

9/25 – Once the situation surrounding the communication need is assessed, we move on to analyzing and segmenting the audience. Truly knowing your audience is critical to any successful campaign and storyline. We will look at how to analyze, define and segment your audience, as well as set specific behavior objectives and target goals.

Readings:
- Lee & Kotler, chapters 5, 6

PAPER ONE DUE 9/25
Post on BB under “Assignments” by 6:30 p.m.

WEEK 6 – ADDITIONAL THEORIES

10/2 – There are too many practical theories and models of communication, persuasion, and behavior change for us to cover them all in class. The assigned articles will provide you with a solid understanding of not only some useful theories, but also how they can be applied to EE narratives and SM campaigns.

We will discuss some key theories and look for examples of them in EE programming: Theory of Planned Behavior; Extended Elaboration Likelihood Model; Diffusion of Innovation Theory; Stages of Change Model; Health Belief Model; Parasocial Interaction/Identification/Transportation and more.

Please note: you may want to split this reading list over a couple weeks.

Readings:

WEEK 7 – UNDERSTANDING YOUR AUDIENCE & POSITIONING

10/9 – Special guest: Kate Folb — Director, Hollywood, Health & Society, hollywoodhealthandsociety.org

Hollywood, Health & Society is a program of the USC Annenberg’s Norman Lear Center. Recognizing the profound impact that entertainment has on audience knowledge and behavior, HH&S was founded to provide the entertainment industry with accurate and up-to-date information for storylines on health, safety and national security.

Defining and segmenting a target population is only the first step. We must understand what motivates and influences the audience, as well as their barriers to change and the true benefit of making the change. As the developer of the campaign or storyline, we must remain acutely aware that we are not the target population and what we think is important, may be meaningless to them. We will also look at how to position the campaign.

Readings:
• Lee & Kotler, chapters 7, 9

Continue posting EE and SM examples of all types to our course discussion board. Watch some more of East Los High!

WEEK 8 – The 4 “P’s” of SM

10/16 – Just as traditional marketing plans are developed using the 4 P’s, social marketing campaigns must consider the Product (product platform), Price (monetary/nonmonetary incentives and disincentives), Place (access to the product), and Promotion (creative strategies).

Readings:
• Lee & Kotler, chapters 10-14
• Willoughby, J. (2013). Everyone has questions: developing a social marketing campaign promoting a sexual health text message service. Social Marketing Quarterly, 19:265
• Plant, Javanbakht, Montoya, Rotblatt, O’Leary, & Kerndt (2014). Check Yourself: A Social Marketing Campaign to Increase Syphilis Screening in Los Angeles County. *Sexually Transmitted Diseases*, Volume 41, Number 1
• Check BB for other articles.

## WEEK 9 – BUDGET, MONITOR & EVALUATE

### 10/23 – Special guest: Renee Fraser, PhD — President/CEO, Fraser Communications, frasercommunications.com

An industry leader for over 20 years and USC alum, Renee will share her award-winning campaigns from conception to research, creative production to evaluation. You have most likely seen her agency’s work. Check them out on her site.

Somebody needs to pay for this campaign, and they will need a budget. Finding funding, cutting corners and getting your campaign off the ground can be the most challenging part. We will look at the elements the need to be considered in a budget.

After the formative research, analysis, creative element production, pilot testing, and budget are completed – your campaign is ready to launch, but your job is not over. You must now implement and monitor the process, test for effectiveness and possible issues, then re-direct if needed. Lastly, you must evaluate the overall success of the campaign. We will look at pitfalls and best methods for evaluations.

**Readings:**

- Lee & Kotler, chapters 15-17

*Continue posting EE and SM examples of all types to our course discussion board. Remember to tie your example to course material and comment on other posts.*

## WEEK 10 – PREPARING A CREATIVE BRIEF

### 10/30 – Generated after the completion of your initial formative research and before the design process can begin, the creative brief is a document that organizes a client’s objectives and serves as a guide throughout the entire planning and production process ahead. The creative brief is usually only a few pages, but do not underestimate its value. This “inward-facing” document serves many functions and lays the foundation a successful social marketing campaign. We will discuss the key questions to ask and develop creative briefs in class.

**Readings:**

- Lee & Kotler, pages 343-345

**PAPER TWO DUE**

Post on BB under “Assignments” by 6:30 p.m.

## WEEK 11 – TRANSMEDIA (MULTI-PLATFORM STORYTELLING)

### 11/6 – Special guest: Kathy Le Backes, MPH — VP, Research & Development, Wise Entertainment

www.wiseentertainment.com

Wise Entertainment is an independent studio that develops, creates and produces socially conscious content that focuses on the issues of females and underserved audiences. Wise Entertainment proved the viability of their approach with their own, 6-time Emmy-nominated drama, *East Los High* (Hulu).

*Watch a few episodes of “East Los High” on Hulu or [http://eastloshigh.com](http://eastloshigh.com) and come prepared to discuss it. You must use Google Chrome to access eastloshigh.com.*
Transmedia storytelling (also known as multi-platform storytelling), first presented by Henry Jenkins, is the technique of sharing a complete story experience across multiple platforms and formats. Not to be confused with traditional cross-platform media campaigns, transmedia components share different elements of the same story that can stand-alone or make the original content more effective or accessible. Transmedia can be a very powerful addition to a social marketing campaign or entertainment-education narrative. We will look at examples of transmedia, how to develop a multi-platform campaign, and how to incorporate it onto a larger media production.

**Readings:**

- Please look at the transmedia elements on EastLosHigh.com and come prepared to discuss them.
- Read what ASCJ’s Henry Jenkins, the “father” of transmedia has to say in his blog. This link goes to the transmedia archives -- be sure to check out his blog! [http://henryjenkins.org/transmedia_entertainment/](http://henryjenkins.org/transmedia_entertainment/)
- See the Transmedia folder on BB for other readings and examples.

*Please include transmedia examples on our discussion board, too.*

### WEEK 12 – EE WEBSERIES, GAMES, COMIC BOOKS & MORE

**11/13** – In addition to more conventional entertainment media (television, film, etc.), entertainment-education narratives can be very effective in other more accessible vehicles that offer considerable access to the target population without the high production cost or expensive media buys. We will look at games, webseries, comic books and more.

**Readings:**

- Check BB for other articles.

### WEEK 13 – CRAFTING A NARRATIVE

**Special guest:** TBD — TV writer

**11/20** – *A discussion on how to craft a powerful EE storyline is scheduled for this session. I will be at a conference. I am trying to arrange for a TV writer to be our guest speaker this evening. He will be great without me, as he has lectured in my class several times in the past. If this is not possible, you will have time to work on your team projects. Fingers crossed!*

**Readings:**

- Eight Points in Writing a Story Arc – Watts
- Developing Stories – The Script Lab
• Check BB for articles and handouts from the speaker.

### Week 14 – NO CLASS

**11/27** – *This is the day before Thanksgiving. There will be no class this week. Enjoy your holiday!*

### WEEK 14 – “FLIP THE QUESTION” & COURSE WRAP UP

**12/4** – In this final class before presentations, we will look in depth at the Positive Deviance approach to problem solving and explore the Liberating Structures we have been implementing all semester.

• Check BB for other articles and links to videos.

### TEAM PRESENTATIONS

**12/11** – **TEAM PRESENTATIONS** (see assignment prompt for details)

**TEAM PAPERS ARE DUE NO LATER THAN FRIDAY, 12/13, BEFORE MIDNIGHT.**

*Post one assignment per group on BB under “Assignments.”
Include all group member last names in the file name and BB comments area.*

### ADDITIONAL SUBJECT MATTER RESOURCES

2. CDCynergy-Social Marketing – Great guide to audience based program planning.
   http://www.orau.gov/cdcynergy/soc2web/default.htm (no logon or password needed)
3. Pew Internet and American Life Project http://www.pewinternet.org/ – A huge assortment of free downloadable research reports.
5. For international health communications (website sponsored by Hopkins University, Tulane, AED, Save the Children, and International AIDS/HIV group): http://www.hcpartnership.org/
11. PCI Media - http://pcimedia.org
12. Fraser Communications - http://www.frasercommunications.com
13. CDC Audience Insights to assist with audience analysis:
   e. Family Physicians:
      https://www.cdc.gov/healthcommunication/Audience/AudienceInsight_FamilyPhysicians.pdf
      https://www.cdc.gov/healthcommunication/Audience/AudienceInsight_FamilyPhysicians.pdf
   g. Responsible Generation (ages 64-84):
   h. Moms w/ kids at home:

**STUDENT SAFETY & SUPPORT**

The University cares about your mental and physical health, and well being. The list below provides contact information for services should you need them.

- **USC Emergency** – Emergency assistance and avenue to report a crime.
  - **UPC:** (213) 740-4321, **HSC:** (323) 442-1000 – 24/7 on call
  - dps.usc.edu, emergency.usc.edu
  - If an officially declared emergency makes travel to campus infeasible, http://emergency.usc.edu will provide all updates. You may also register with https://trojansalert.usc.edu/.

- **USC Department of Public Safety** – Non-emergency assistance or information.
  - **UPC:** (213) 740-6000, **HSC:** (323) 442-120 – 24/7 on call - dps.usc.edu

- **Student Health Counseling Services**
  - (213) 740-7711 – 24/7 on call - engemannshc.usc.edu/counseling
  - Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

- **Relationship and Sexual Violence Prevention Services (RSVP)**
  - (213) 740-4900 – 24/7 on call - engemannshc.usc.edu/rsvp
  - Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

- **National Suicide Prevention Lifeline** - 1 (800) 273-8255 – 24/7 on call - suicidepreventionlifeline.org
  - Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
• **Office of Equity and Diversity (OED) | Title IX**
  - (213) 740-5086 - equity.usc.edu, titleix.usc.edu
  - Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

• **Bias Assessment Response and Support**
  - (213) 740-2421 - studentaffairs.usc.edu/bias-assessment-response-support
  - Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

• **The Office of Disability Services and Programs**
  - (213) 740-0776 - dsp.usc.edu
  - Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.
  - DSP provides certification for students with disabilities and helps arrange accommodations - http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html

• **USC Support and Advocacy**
  - (213) 821-4710 - studentaffairs.usc.edu/ssa
  - Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

• **Diversity at USC**
  - (213) 740-2101 - diversity.usc.edu
  - Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

• For students who need help with scholarly writing, USC Dornsife offers services for all students:
  - The Writing Center (at USC Dornsife), http://dornsife.usc.edu/writingcenter/
  - Students whose primary language is not English, the American Language Institute can help, https://ali.usc.edu.