

ENBUS 309: Applied Social Marketing

Contact

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Schedule

Lectures: Mondays, 8:30am – 9:50am, Hagey Hall (HH) 1106
Applied Learning Activities: Fridays, 8:30am – 9:50am, Hagey Hall (HH) 1106

Course Description

Social marketing uses commercial marketing concepts and techniques to promote behaviour change toward a social objective (e.g. influencing smoking cessation, promoting household energy conservation, encouraging organ donation, and so on). This course will focus on developing an understanding of social marketing in the context of sustainability issues, using hands-on activities to demonstrate how effective community-based social marketing (CBSM) programs are created.

Learning objectives

- To understand the meaning, nature and purpose of social marketing
- To understand the psychology of behaviour change as it relates to fostering sustainability
- To critically evaluate behaviour change campaigns from a social marketing perspective
- To apply effective social marketing techniques that encourage environmentally responsible behaviour

Required materials

- Laptop or tablet
- Notebook
- Pens, pencils and erasers for applied learning activities (coloured pencils and markers are also welcome for added pizzazz)

Course readings

Required Textbook: McKenzie-Mohr, D. (2011). *Fostering sustainable behaviour: An introduction to community-based social marketing* (3rd edition). Gabriola Island: New Society Publishers. This book can be accessed for no cost at the following URL: <http://www.cbsm.com/pages/guide/preface/>
It is also available for purchase online through major book retailers.

Weekly required readings: All other readings can be acquired and downloaded through the LEARN system by going to the Content section of the course. Between one to three readings will be assigned each week. The more you read, the more you will be able to contribute throughout the term.

Suggested books: For those of you who are interested in delving a bit deeper into the behaviour change literature, I suggest the following:

1. *The Last Mile: Creating Social and Economic Value from Behavioural Insights* by Dilip Soman (2015). Rotman-UTP Publishing.
2. *Nudge: Improving decisions about wealth, health and happiness* by Richard Thaler (2009). Penguin Books.
3. *Yes! 50 scientifically proven ways to be persuasive* by Goldstein, Martin and Cialdini (2009). Free Press.
4. *Thinking Fast and Slow*. Daniel Kahneman (2013). Anchor Canada.

Most of the books are available for borrowing at the UW library as well as at the Waterloo Public Library or Kitchener Public Library.

Delivery of Course Material

1. Course syllabus, announcements, readings, notes and grades will also be posted on the LEARN system. Go to <https://learn.uwaterloo.ca>
2. I will aim to put lecture notes on LEARN immediately following lectures. (Please note that this does not provide ALL of the information that will be delivered in the lecture, but it can help guide you through the material)
3. I expect you to be checking the LEARN - ENBUS 309 course platform regularly

Summary of Assessment Items & Key Dates

Assessment Item		Due Date	Assessment Type	Weighting
1.	Comparative Analysis (2)	Monday, Feb 4 th	Individual	30%
		Monday, March 18 th		
2.	Open book mid-term	Friday, March 1 st	Individual	30%
3.	Participation – Attendance	Ongoing	Individual	5%
4.	Participation – Reflections (2)	Monday, Feb 11 th	Individual	10%
		Monday, March 25 th		
5.	Group presentation	Monday, April 1 st <u>OR</u> Friday, April 5 th	Group	25%

A more detailed breakdown of student assessments is available in the Assessment Details module.

Course schedule

Week	Date	Topic	Important Notes
Week one	January 7	Social marketing and the big picture	
	January 11	Applied learning	
Week two	January 14	Social marketing models and frameworks	<i>Guest presentation: Andrea Bale, Sustainability Office</i>
	January 18	Applied learning - Step 1: Select the behaviour	
Week three	January 21	Segmentation and Targeting	
	January 25	Applied learning – Step 1: Continued...	
Week four	January 28	Theories in Social Marketing	
	February 1	Applied learning - Step 2: Identify barriers & benefits	
Week five	February 4	The psychology of behaviour change – Part 1	<i>Comparative Analysis #1 due on February 4th at 11:59pm</i>
	February 8	Applied learning – Step 2: Continued...	
Week six	February 11	The psychology of behaviour change – Part 2	<i>Reflection #1 due on February 11th at 11:59pm</i>
	February 15	Applied learning – Step 2: Continued...	
Reading week (February 18 – 22) – No classes			
Week seven	February 25	Review for the mid-term	
	March 1	Mid-term exam	
Week eight	March 4	Developing social marketing strategies for success	<i>Guest speaker: Andrea Bale, Sustainability Office</i>
	March 8	Applied Learning - Step 3: Develop strategies	
Week nine	March 11	Communicating effectively	
	March 15	Applied Learning – Step 3: Continued...	
Week ten	March 18	Rolling out a social marketing campaign	<i>Comparative Analysis #2 due on March 18th at 11:59pm</i> <i>Guest lecture: Dr. Jennifer Lynes, SEED</i>
	March 22	Applied Learning - Steps 4 & 5: Pilot test, implement and evaluate	
Week eleven	March 25	Social marketing: can I make a career out of it?	<i>Reflection #2 due on March 25th at 11:59pm</i>
	March 29	Expanding the boundaries of social marketing	<i>Peer & professor evaluations</i>
Week twelve	April 1 & April 5	In class presentations	

Policy on late submissions

Submissions received up to 24 hours after the due date and time indicated above will have a 10% penalty applied to them (of the 100% available for that assignment). Submissions received 24-48 hours AFTER the due date and time indicated above will have a 20% penalty applied to them (of the 100% available for that assignment). Students not submitting their assignments within TWO DAYS of the due date and time will receive a mark of zero on that assignment. Exceptions will be made in extraordinary circumstances (e.g. medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time.

Protocol for contesting graded assignments

Upon receipt of your graded assignment (all of which will be graded by the graduate TA), should you wish to contest the grading of your assignment (outside of simple errors in the addition of marks) the following protocol must be followed:

1. Submit an email to the course instructor detailing why your assignment warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the email.
2. The instructor will then review the stated reasons and then decide whether re-grading of the assignment is warranted.
3. Should the instructor deem that re-grading is warranted, the instructor will then ask the student whether they would like their assignment re-graded, recognizing that the student's grade could go up or down depending on the instructor's assessment.
4. The student can choose to either have the instructor go ahead with re-grading the entire assignment or stick with the original grade.

Course material is intellectual property for your use only

All materials included in the course (e.g. PowerPoint slides) are made available digitally for your convenience, and are accessible through the LEARN course page. THIS IS NOT A RIGHT BUT A PRIVILEGE. Please note that the use of these materials is intended for students currently enrolled in ENBUS 309 only. As such, the distribution of .pdf files, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g. CourseHero) is strictly prohibited. If there is any evidence that students have distributed said materials, the instructor will remove posted materials, and cease posting intellectual property (e.g. PowerPoint slides) online and may pursue disciplinary action against the student in question.

Electronic communications

- Electronic communication with TAs and the course instructor must be sent through your official uWaterloo email account. The instructor will not respond to any requests or messages sent via personal email accounts or social media.
- The instructor will try to reply to inquiries from students within two business days. Please ensure that you include a meaningful email subject and be sure to include your name. Queries made near the due dates of assignments or tests may not be answered.
- Make sure to consult the course outline/syllabus, LEARN and other course materials before submitting inquiries through LEARN.
- Laptop use in-class:
 - Laptops, smart phones and tablets are permitted in class for course-related purposes only. Anyone found accessing the Internet for other purposes (e.g. checking email, chatting, social media, playing online games, etc), or using laptops offline for non-course purposes (e.g. games, movies, music) will be asked to leave the class.

University Academic Policies

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g. PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g. assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g. any work authored by the instructor or TA or used by the instructor or TA with permission from the copyright owner)

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g. to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the University's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity.Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g. plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve. In this case, they may refer to Policy 70 – Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

Students with disabilities

AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of the academic term.

Mental health

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider schools' well-being to be extremely important. We recognize that throughout the term students may face health challenges, physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues and much more.

Religious Observances

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 – Student Petitions and Grievances, Section 4: www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt, please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 – Student Petitions and Grievances (other than a petition) or Policy 70 – Student Discipline may be appealed if there is a ground. A student who believes he/she/they has/have a ground for an appeal should refer to Policy 72 – Student Appeals: www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Unclaimed assignments

Unclaimed assignments will be retained for one month after grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Communications with instructor and teaching assistants

All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account, they will be requested to resend the email using their University of Waterloo email account.

Recording lectures

- Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course.
- If allowed, video recordings may only include images of the instructor and not fellow classmates
- Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, Twitter, etc., is strictly prohibited.

The Writing Centre

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

SEED Grading Expectations

Consistent with School of Environment, Enterprise, and Development (SEED) Policy, assessments are designed to provide fair evaluation of undergraduate performance and avoid grade compression.

Grade (%)	Qualitative description	Expected distribution
90+	Exceptional – in the sense that grades above 90 should be the exception and granted only where the student performance clearly exceeds the course expectations and shows full mastery of the subject matter of the course	10-20%
85 -90	Outstanding – demonstrates excellence and an insightful grasp of the subject matter. Marks here should be awarded to students that clearly exceed the expected performance in the course relative to other students.	
80-85	Excellent – demonstrates a strong grasp of subject matter in all or most areas of the course and ability to produce work of consistently high quality	60-80%
75-80	Very good – demonstrates strong grasp of subject matter across most areas of course and good or satisfactory knowledge in others, as well as ability to produce work above expected level.	
70-75	Good – demonstrates good knowledge of fundamental concepts and satisfactory understanding of more advanced ideas within course. Has ability to produce work at required level.	
65-70	Satisfactory – demonstrates basic understanding of fundamental concepts within course, but lacks advanced understanding of application. Inconsistent quality of work, but overall at required level.	10-20%
60-65	Minimally satisfactory – student achieves minimum expectations in most areas, and produces work that rarely exceeds minimal requirements	
50-60	Marginal performance – student demonstrates superficial grasp of subject matter in many areas of the course.	
Below 50	Fail	