

MSP 4454: Public Information Media Campaigns

Section 001, 3 credits

Tuesdays and Thursdays 2:00—3:20 pm

Wachman 406 Spring 2017

Instructor

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Office Hours: 3:00-5:00pm on Monday; 3:30-4:30pm on Tuesday; 3:30-4:30pm on

Thursday; or by appointment

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Course Description

This is an advanced course about the use of theory and research in the design, implementation, and evaluation of public information campaigns conducted via mass and other media. Students learn about key theories and research techniques regarding campaigns to affect knowledge, attitudes, and behaviors on issues related to the individual and social good such as smoking, drug abuse, safe sex, recycling, animal welfare, disaster relief, and many others. Students then apply this knowledge by creating and preparing a complete campaign to be conducted on campus.

Goal

Students will understand how to use theory, formative and summative research, and creative production and distribution techniques to carry out an effective public information media campaign.

Objectives

Upon completion of this course, students will be able to:

- Demonstrate understanding of a variety of communication and psychology theories related to organized persuasion campaigns.
- Integrate and apply key concepts and theories to design effective media campaigns on a variety of topics.
- Demonstrate understanding of and apply a variety of formative and summative research methods used in communication and be critical consumers of research.
- Demonstrate understanding of the success of previous and current public information media campaigns and some of the reasons for their failure and success.
- Demonstrate understanding of and sensitivity to a variety of ethical issues regarding the use of mediated campaigns to influence consumers' attitudes and behaviors.
- Design, produce and distribute media campaign materials.
- Express ideas in writing in a variety of formats in a professional and ethical manner.
- Examine and articulate complex campaign-related issues thoughtfully and critically.

Texts/Reading Material

Material on the reading list will complement and/or parallel class discussions. Students are expected to finish all assigned readings before date of lecture and be ready to participate in

class discussions. Theories, concepts, and ideas treated in the readings should be critically applied to shape and frame your papers for this course.

- Rice, R.E., & Atkin, C.K. (Eds.). (2012). *Public Communication Campaigns* (4th ed.). Thousand Oaks, CA: Sage. (Can be purchased on Amazon)
- Other required reading materials will be posted on Blackboard in the “Reading” section labeled Course Reading Week (1, 2, 3, etc).

Grading and Assignments

The final grade for the course will be based on the following breakdown of assignments:

Group project (30%)

In groups of four or five, you’ll plan, conduct, and evaluate a public information campaign in the Temple community. You’ll report on the process, results, and lessons of the project throughout the semester in class and in both mini-project write ups (see below) and a final project write-up. You’ll also present the project and your results in class (The final project write-up and presentation together are the basis for the group project grade). More details on all of this will be provided in the first few weeks of class.

Mini-projects (10% for each of three of them = 30%)

These are three mini-projects designed to acquaint you with the processes of campaign planning and design as you conduct your campaign. In most cases the work will actually be part of your Group Project. Again, more details will be provided in the first few weeks of class.

Take-home mid-term exam (30%)

This will be based on class discussions and readings; you’ll have a week to complete the open-ended questions.

Attendance and Participation (10%)

Grading Scale:

A 93-100	B- 80-82	D+ 67-69
A- 90-92	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F 59 and below

Grading Criteria:

A = an earned grade that represents outstanding and exceptional work

B = an earned grade indicating competent, above average work

C = an earned grade for work that is average and/or merely fulfills the basics of the

assignment and lacks some important connection to the course material

D = an earned grade given to work that does not fulfill the conditions of the assignment and lacks connection with the course material in multiple ways

F = an earned failing grade for late work, poorly executed work, plagiarism or other failure to adhere to the requirements of academic integrity

Attendance

Regular attendance is required and expected as a sign of your intellectual curiosity and commitment to the learning process. Attendance will be taken daily in class, and you are responsible for signing the attendance sheet and writing your Temple ID number. If your initials are not marked on the attendance sheet, you will be counted absent. Students will be excused from attendance to participate in an official Temple activity or to observe religious holidays. In the instance of excused absences, the student must notify the instructor in advance of any conflicts in the schedule, and assignments must be completed prior to the anticipated absence. In the event of an unforeseen emergency, it is your responsibility to contact the instructor promptly and to supply adequate documentation. If a student misses a class, the student is responsible for any information missed.

You are allowed **TWO absences** in this course. Each absence after the “free” days knocks your attendance down by 10%. For example: if you miss two classes only, your attendance is 100%. If you miss three classes (2 free, 1 penalized), then your attendance will be 90%. Any student with 7 or more absences (beyond the free 2) will receive a ZERO for attendance.

Cell phone use (including texting) is not permitted in class. Laptops should only be used for notetaking. Use of laptops for email or Internet surfing, unless linked to a class assignment, is not permitted: violation of this policy will negatively affect your participation grade.

Course Policies & Procedures

- **Academic Rights and Responsibility:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.
- **Course conduct and sensitivity:** The instructor expects students to approach this class in a professional manner. Students are expected to be on time, to come prepared and to participate fully. In addition, media issues and content cannot be thoughtfully and rigorously discussed without an occasional reference to unpopular ideas or to offensive materials. Students and instructors alike are expected to remain sensitive to individual differences. We will make every effort to discuss differences with no anger, arrogance, or personal attacks, and without perpetuating stereotypes about gender, age, race, religious affiliation, sexual preference, national origin, dialect, or disability.

- Submission of Assignments and Deadlines: It is solely the responsibility of the student to ensure all assignments reach the instructor. No dispensations will be granted for lost or misplaced assignments. Assignments must be submitted in hard copy in class **AND** electronically to Blackboard by the due date. There are **NO EXCEPTIONS** to this policy. (Of course, assignments can always be submitted early.) It is strongly recommended that students keep a backup copy of all work they submit in the course.
- Grade Appeals: If the student believes he/she have legitimate grounds on which to dispute a grade on a particular assignment, the student may submit a formal written appeal to the instructor within **10 days of receiving the original grade**. The appeal must be in writing, **NOT email**, and the appeal must provide **rational criteria** for why the current grade is inaccurate. Feelings do not constitute rational criteria. Such claims as "I worked really hard on the assignment," "I'm confident in my work," "I feel I deserve a higher grade," or "the grade was unfair" are not valid reasons to appeal a grade. The student must offer some empirical proof that the grade is inaccurate. The formal written appeal must be accompanied by the original graded assignment with the teaching assistant's completed grade sheet attached. (Any emailed grade appeals will be ignored.) Once the student has submitted a formal grade appeal and all supporting evidence, including the graded copy of the assignment in question, the instructor will carefully examine the assignment and provide a new grade utterly independent of any grade given by the teaching assistant. The instructor's grade will be based purely on the quality of the work submitted by the student and no other criteria. Once the instructor has assigned a grade to the assignment, that grade will not be changed under any circumstances. By submitting a formal grade appeal to the instructor, the student agrees to accept and respect the instructor's grade as the final grade on the assignment.
- Academic Honesty: Any student who is found violating standards of academic honesty will automatically FAIL the class. This includes any student who is found to be committing an act of plagiarism or who is caught cheating on an exam. All material submitted in the course is expected to be original material written specifically for this class and may not under any circumstances have been recycled from papers submitted in other courses. For students that violate the standard of academic honesty, a charge may be lodged with the University Disciplinary Committee. Reprinted below is Temple University's policy on academic honesty, taken from the Undergraduate Bulletin: Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for courses – papers, examinations, homework exercises, laboratory reports, and oral presentations – is expected to be the individual effort of the student

presenting the work.

- Any assistance must be reported to the instructor. If the work has entailed consulting other resources – journals, books, or other media, these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources – suggestions for organization of ideas, ideas themselves, or actual language – must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person. The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University.
- Access to the instructor: The instructor's office hours are listed at the top of this syllabus. The instructor will also be available to see students by appointment at other times. Students are highly encouraged to come up to the instructor before or after class or drop by during office hours or contact the instructor by e-mail, listed above. The instructor should respond to students' emails in some form by the following business day, assuming that the instructor is not on academic-business travel and that the semester is still in progress.
- Special Needs: Any student with a documented disability who needs to arrange reasonable accommodations should notify the instructor at the beginning of the semester. The student should also contact the Office of Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations.

Class Meeting Schedule & Topics

Week 1	1/17	Introduction to Course
	1/19	What are public information Campaigns I Rogers, E. M., & Storey, J. D. (1987). Communication campaigns. In Charles Berger & Steven Chaffee (Eds.), <i>Handbook of communication sciences</i> (pp. 817-846). Newbury Park, CA: Sage.
Week 2	1/24	What are public information Campaigns II Rice & Atkin, Chapters 1 and 2 ("Theory and Principles" & "Public Communication Campaigns")
	1/26	Atkin, C., & Arkin, E. B. (1990). Issues and initiatives in communicating health information. In Charles Atkin & Lawrence Wallack (Eds.), <i>Mass communication and public health: Complexities and conflicts</i> (pp. 13-40). Newbury Park, CA: Sage.
Week 3	1/31	Do public information campaign work? Rice & Atkin, Chapter 3 ("Why can't we sell human rights...") Wallack, L. (1990). Mass media and health promotion: Promise, problem, and challenge. In Charles Atkin & Lawrence Wallack (Eds.), <i>Mass communication and public health: Complexities and conflicts</i> (pp. 41-51). Newbury Park, CA: Sage.
	2/2	Abroms, L. C., & Maibach, E. W. (2008). The effectiveness of mass communication to change public behavior. <i>Annual Review of Public Health</i> , 29, 219-234.
Week 4	2/7	Social marketing & Ethical issues Solomon, D. S. (1989). A social marketing perspective on communication campaigns. In Ronald E. Rice & Charles K. Atkin (Eds.), <i>Public communication campaigns</i> (pp. 87-104). Newbury Park, CA: Sage. Lefebvre, R. C. (2013). Principles of social marketing. In <i>Social marketing and social change: Strategies and tools for improving health, well-being, and the environment</i> . John Wiley & Sons.
	2/9	Guttman, N. (1997). Ethical dilemmas in health campaigns. <i>Health Communication</i> , 9(2), 155-190.

Week 5	2/14	How are campaigns planned, conducted, and evaluated: An overview Rice, R. E., & Atkin, C. (2009). Public communication campaigns: theoretical principles and practical applications. In Jennings Bryant & Dolf Zillmann (Eds.), <i>Media effects: Advances in theory and research</i> (pp. 436-468). Hillsdale, NJ: Lawrence Erlbaum.
	2/16	Rice & Atkin Chapters 5 (“a systems-based evaluation planning model”)
Week 6	2/21	Understanding audience and media I Slater, M. D. (1995). Choosing audience segmentation strategies and methods for health communication. In Edward Maibach & Roxanne Louiselle Parrott (Eds.), <i>Designing health messages: Approaches from communication theory and public health practice</i> (pp. 186-198). Newbury Park, CA: Sage.
	2/23	National Cancer Institute.: Stage 1: Planning and strategy development (pp. 15-50)
Week 7	2/28	Understanding audience and media II Hyman, H. H., & Sheatsley, P. B. (1947). Some reasons why information campaigns fail. <i>Public Opinion Quarterly</i> , 11(3), 412-423.
	3/2	* Mini-project #1 due & presentation
Week 8	3/7	Message design: Using theory Parrott, R. L. (1995). Motivation to attend to health messages: Presentation of content and linguistic considerations. In Edward Maibach & Roxanne Louiselle Parrott (Eds.), <i>Designing health messages: Approaches from communication theory and public health practice</i> (pp. 7-23). Newbury Park, CA: Sage.
	3/9	Maibach, E. W., & Cotton, D. (1995). Moving people to behavior change: A staged social cognitive approach to message design. In Edward Maibach & Roxanne Louiselle Parrott (Eds.), <i>Designing health messages: Approaches from communication theory and public health practice</i> (pp. 41-64). Newbury Park, CA: Sage.
Week 9	3/14 3/16	Spring Break (no classes held)

Week 10	3/21	Message design: Using theory Rice & Atkin, Chapters 11 and 14 (“Inducing fear” & “A campaign to increase condom use”) * Midterm exam due
	3/23	Hale, J. L., & Dillard, J. P. (1995). Fear appeals in health promotion campaigns: Too much, too little, or just right? In Edward Maibach & Roxanne Louiselle Parrott (Eds.), <i>Designing health messages: Approaches from communication theory and public health practice</i> (pp. 65-80). Newbury Park, CA: Sage.
Week 11	3/28	Message design: Using theory Montaño, D.E., & Kasprzyk, D. (2008). Theory of reasoned action, theory of planned behavior, and the integrated model. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) <i>Health behavior and health education: Theory, research and practice</i> (pp. 67-96). San Francisco: Jossey-Bass.
	3/30	Rice & Atkin Chapters 9 & 10 (“McGuire’s classic” & “Sense-making methodology”) * Mini-project #2 due & presentation
Week 12	4/4	Innovative approaches Rice & Atkin Chapter 22
	4/6	Rice & Atkin Chapter 19
Week 13	4/11	Evaluating the campaign Rice & Atkin Chapter 6 (“Evaluating communication campaigns”) * Mini-project #3 due & presentation
	4/13	National Health Institute: Stage 4: Assessing effectiveness and making refinements (pp. 107-123)
Week 14	4/18	Applying theory and research Rice & Aktlin Chapter 21
	4/20	Rice & Aktlin Chapter 13
Week 15	4/25 4/27	Group Project in-class Presentation
Week 16	5/2	No class held this week
	5/4	*The final project write-up due today at 5:00pm