

# **MSP 4454 8254: Public Information Media Campaigns**

Course type: Media Policy and Ethics Requirement  
Elective  
Credit hours: 3  
Times: Mondays & Wednesdays, 3:00 – 4:20pm, Annenberg Hall 302  
Instructor: Lauren Kogen – [Lauren.Kogen@temple.edu](mailto:Lauren.Kogen@temple.edu)  
Phone: 215-204-6306  
Office hours: Mon / Wed 10am – 11:30am, or by appointment:  
Tomlinson 228

## **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. They then apply this knowledge by creating, preparing, and evaluating a complete campaign 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.

## **Readings and other course materials**

1. Rice, R.E., & Atkin, C.K. (Eds.). (2012). *Public Communication Campaigns* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage. (Can be purchased on Amazon)
2. Lee, N.R., & Kotler, P. (Eds.). (2011). *Social Marketing: Influencing Behaviors for Good* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage. (Can be purchased on Amazon)
3. All other reading assignments will be posted on Blackboard.

**Reading assignments** – Material on the reading list will complement and / or parallel class discussion. Students are expected to have these readings done *before* class. Theories, concepts, and ideas treated in the readings should be critically applied to shape and frame your papers for this course.

**Graduate students** – Graduate students are expected to complete readings *in addition* to those assigned to the rest of the class. See list of readings.

## **Grades**

The course will be comprised of two lectures per week, assigned readings, a midterm, one in-class presentation, two short mini-assignments, and a final report.

Your final grade will be calculated as follows, out of 100 possible points:

- 15% - Attendance and class participation (15 points)
- 25% - Midterm exam (25 points)
- 30% - Project summary and class presentation (15 points each)
- 30% - Final report (30 points)

A = 93-100 points  
A- = 90-92 points  
B+ = 86-89 points  
B = 83-85 points  
B- = 80-82 points  
C+ = 76-79 points

C = 73-75 points  
C- = 70-72 points  
D = 63-69 points  
F = 0-62 points

## **Important Dates**

September 30: IRB certificate due  
October 19: Midterm  
November 4: Theory of change due  
November 16-18: Project presentations  
December 16: Final papers due

**Midterm exam**: This will be based on readings and discussion. Questions will be a mix of multiple choice and short answer.

Theory of change and class presentation: These two assignments are intended to help you develop your final public information campaign, due at the end of the term. The first assignment requires you to present your formative research, theory of change, and theoretical framework behind the campaign. The second assignment is the presentation and description of your campaign materials.

Final report: The final report asks you to present your final public information campaign and project / pilot launch write up.

Extra requirements for master's students: Master's students will create their own communication campaign. Undergraduates will work in groups. The requirements for the mini-assignments and final report will also vary for master's students.

For the theory project presentation and final report, part of your grade will reflect an individual score and part of your grade will reflect a group score. We will go over these assignments in detail in week 2 of the class.

A note on late papers / missed exams: Sometimes things (life!) arise unexpectedly, and I understand that these events sometimes inconveniently fall when assignments are due. **Late papers are accepted, but your grade will be lowered by one point every day you fail to turn in the assignment.** (Meaning, if it is turned in ten minutes late, your grade will be lowered by one point; if it is turned in any time the following day, your grade will be lowered by two points, etc.). Emergency medical excuses (with documentation from a hospital / doctor's office) are an exception to this. Missing an exam is *not* acceptable unless you have a medical excuse.

## **Policies and Expectations**

Paper formatting and submission: Professional formatting of all papers is required. All written assignments should be typed, double-spaced, with numbered pages, using APA format and style. Papers must be submitted to me electronically, via e-mail. *You should not consider your paper submitted until you have received a confirmation email from me saying that I have received it.*

Grade appeals: If you have questions about a grade, please come to my office hours or make an appointment. If you wish to appeal a grade you must submit a written explanation of why you think the grade should be changed within two weeks of the work being returned.

Attendance: Punctual and regular attendance at class meetings is an important part of professional development. No excused absences are accepted except for medical reasons (with documentation from a hospital / doctor's office). You are permitted one class absence with no questions asked. **Further absences will lower your attendance and participation grade by one point for each absence.** Students are responsible for their attendance during presentation dates. Absences during these dates / activities will result in a zero for that portion of your final grade.

- *Arriving late and leaving early*: It is disruptive and unprofessional to arrive late or leave early. These disruptions will be "noted." **Three notes (either for arriving late / leaving**

**early or for use of unapproved electronic devices [see below]) will convert to one absence.**

Participation: Learning to discuss and present ideas in front of others is a vital piece of academic development. Learning is also improved when students hear the thoughts and ideas of others. Class participation is therefore an important part of your grade. Participation points will be awarded based on the following rubric. Three total points are possible for each of the five participation categories.

	<b>Strong (3 points)</b>	<b>Needs development (2 points)</b>	<b>Unsatisfactory (1 points)</b>
<b>Listening</b>	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
<b>Preparation</b>	Arrives prepared with assignments completed and with notes, observations, and questions on readings	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
<b>Quality of contributions</b>	Comments are relevant and reflect understanding of assigned material and remarks of other students	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of others	Comments reflect little understanding of either the assignment or previous remarks of others
<b>Impact on class</b>	Comments frequently help move conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
<b>Frequency of participation</b>	Actively participates at appropriate times	Sometimes participates but at other times is tuned out <i>or</i> participates by emailing questions to professor before class	Seldom participates

Adapted from Immerwahr, J. (2008). *Rubrics for evaluating papers*.

Policy on electronic devices in the classroom: You may use electronic items with a *physical* keyboard (e.g., a laptop computer). If you are observed using any other kind of electronic device (e.g., a phone or a tablet), my assumption will be that you are not engaging in the class session and this will be “noted.” Three notes (either for use of unapproved electronic devices or for arriving late / leaving early (see above)) will convert to one absence.

Extra credit: Students will have the opportunity to take on two extra credit assignments, worth two points each. To complete the extra credit assignment, you must find an example of a previously conducted public communication campaign, show one piece of the campaign (a television ad, a poster, etc.) to the class, and offer two assessments of the piece: either two things you think were particularly effective about the campaign, two

things you think could have been done differently to make the campaign more effective, or one of each. You will receive one point (or partial credit) for each assessment. These cannot be campaigns we have discussed in class. Assessments must be based on what we have learned in the class regarding what makes campaigns more or less effective. You may not complete this assignment until week 4 (September 14<sup>th</sup>) or later. Presentations should be approximately five minutes long. To avoid having everyone wait until the end of the semester to complete the assignment, I will allow a maximum of four extra credit assignments to be presented on the same class day (first come, first served), and no student can present both extra credit assignments in one week.

## **Academic Integrity**

All work for this class must be your own and specific to this semester. Any work recycled from other classes or from another, non-original source will be rejected with serious implications for the student. Plagiarism, that is, “knowingly representing the words or ideas of another as one’s own work in any academic exercise,” is also unacceptable.

Freedom to teach and freedom to learn are two inseparable facets of academic freedom. The University has a policy on Student and Faculty and 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](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

## **Disability Disclosure**

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

## **Calendar**

Please note that the following syllabus is provisional; assigned readings may be modified as the course progresses.

Readings noted as *further reading* are not required. They are strongly suggested for those who will be using the related topic in your final project.

### **Week 1 (August 24 and 26)**

#### **Introduction, overview, and expectations**

Readings:

- Rice & Atkin, Chapters 1 and 2

## **Weeks 2 and 3 (August 31, September 2 and 9)**

### **Public information campaigns: Start to finish**

Readings:

- Rice & Atkin, Chapter 3
- Lee & Kotler, Chapters 1 and 2

## **Week 4 (September 14 and 16)**

### **Formative research, selecting an audience, and setting goals**

Readings:

- Lee & Kotler, Chapters 5 and 6
- Maibach, E.W., Roser-Renouf, C., & Leiserowitz, A. (2008). Communication and marketing as climate change-intervention assets. *American Journal of Preventive Medicine*, 35, 488-500

## **Week 5 (September 21 and 23)**

### **Theories of change and logic models**

Readings:

- Lee & Kotler, Chapter 7
- 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.) *Health behavior and health education: Theory, research and practice* (pp. 67-96). San Francisco: Jossey-Bass.
- Oldenburg, B., & Glanz, K. (2008). Diffusion of innovations. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) *Health behavior and health education: Theory, research, and practice* (313-334). San Francisco, CA: John Wiley & Sons.

## **Week 6 (September 28 and 30)**

### **Designing messages**

Readings:

- Lee & Kotler, Chapters 8 and 9
- McAlister, A.L., Perry, C.L., & Parcel, G.S. (2008). Social cognitive theory. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.) *Health behavior and health education: Theory, research and practice* (pp. 169-188). San Francisco: Jossey-Bass.
- *Further reading on role modeling / social cognitive theory:*
  - Bandura, A., Ross, D. & Ross, S.A. (1963). Imitation of film-mediated aggressive models. *The journal of abnormal and social psychology*, 66(1), 3-11.
- *Further reading on social norms:*
  - Goldstein, N.J., Cialdini, R.B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research*, 35(3), 472-482.

## **Week 7 (October 5 and 7)**

### **Designing messages**

Readings

- Rice & Atkin, Chapter 11
- Palmgreen, P., Donohew, L., Lorch, E.P., Hoyle, R.H., and Stephenson, M.T. (2001). Television campaigns and adolescent marijuana use: Tests of sensation seeking targeting. *American Journal of Public Health, 91*, 292-296.
- *Further reading on sensation seeking:*
  - Cappella, J.N., Fishbein, M. Hornik, R., Ahern, R.K., & Sayeed, S. (2001). Using theory to select messages in anti-drug campaigns. In R.E. Rice & C.K. Atkins (Eds.), *Public communication Campaigns* (214-230). Thousand Oaks, CA: Sage.
- *Further reading on fear appeals:*
  - De Hoog, N. (2005). The impact of fear appeals on processing and acceptance of action recommendations. *Personality and Social Psychology Bulletin, 31*(1), 24-33.
- *Further reading on efficacy:*
  - Nouwen, A., Law, G.U., Hussain, S., McGovern, S. & Napier, H. (2009). Comparison of the role of self-efficacy and illness representations in relation to dietary self-care and diabetes distress in adolescents with type 1 diabetes. *Psychology & Health, 24*, 1071-1084.

\*\*IRB CERTIFICATE DUE OCTOBER 5\*\*

### **Week 8 (October 12 and 14)**

#### **Alternative perspectives: Institutional change and participatory design**

Readings:

- Rice & Atkin, Chapter 13
- Srinivas, R.M. & Steeves, H.L. (2004). *Communication for Development in the Third World: Theory and Practice for Empowerment* (2nd Edition). London: Sage.  
CHAPTER 9. [on blackboard]

### **Week 9 (October 19 and 21)**

#### **Evaluating campaigns, and a midterm**

Readings

- Rice & Atkin Chapters 4 and 6

\*\*MIDTERM: OCTOBER 19\*\*

### **Week 10 (October 26 and 28)**

#### **Evaluating campaigns**

- Rice & Atkin, Chapter 14
- Krueger, R.A., & Casey, M.A. (2000). *Focus groups: A practical guide for applied research*. Thousand Oaks, CA: Sage. (Read Chapters 2 and 4) [on Blackboard]

### **Week 11 (November 2 and 4)**

#### **Designing campaigns**

Readings:

- Rice & Atkin Chapters 17 and 22
- *Further reading on sympathy and empathy:*
  - Loewenstein, G., & Small, D.A. (2007). The scarecrow and the tin man: The vicissitudes of human sympathy and caring. *Review of general psychology*, 11(2), 112-126.
  - Batson, C.D., Eklund, J.H., Chermok, V.L., Hoyt, J.L., & Ortiz, B.G. (2007). An additional antecedent of empathic concern: Valuing the welfare of the person in need. *Journal of Personality and Social Psychology*, 93(1), 65-74.
  - Schwartz, S. (1970). Elicitation of moral obligation and self-sacrificing behavior: An experimental study of volunteering to be a bone marrow donor. *Journal of Personality and Social Psychology*, 15(4), 283-293.
- *Further reading on edutainment:*
  - Green, M.C., & Brock, T.C. (2004). Understanding media enjoyment: The role of transportation into narrative worlds. *Communication Theory*, 4, 311-327.
  - Paluck, E.L. (2009). Reducing Intergroup Prejudice and Conflict Using the Media: A Field Experiment in Rwanda. *Journal of Personality and Social Psychology* 96(3), 574-587.

\*\*THEORY OF CHANGE DUE NOVEMBER 4\*\*

## **Week 12 (November 9 and 11)**

### **Ethical considerations**

#### Readings

- Lee & Kotler, Chapter 10
- Tuck, E. (2009). Re-visioning Action: Participatory Action Research and Indigenous Theories of Change. *The Urban Review*, 41(1), 47-65.

\*\*CAMPAIGN WORKSHOP SESSION NOVEMBER 11\*\*

## **Week 13 (November 16 and 18)**

### **Group presentations**

## **Week 14 (November 30 and December 2)**

### **Public information campaigns in international settings, social media campaigns**

#### Readings:

- Rice & Atkin Chapter 1
- Servaes, J. (Ed.). (2008). *Communication for development and social change*. Paris: UNESCO. READ CHAPTER 1. [On Blackboard]

## **Week 15 (December 7)**

### **Wrap up and reflections**

**Final Report Due December 16: 1-1:30pm, AH 302 (Final exam time slot)**