Course Description

The Centers for Disease Control and Prevention (CDC) identify social marketing as a practice allied with Health Education and Health Promotion (http://www.cdc.gov/healthmarketing/). The CDC encourages programs to apply the principles of social marketing to health behavior change efforts to increase the effectiveness of interventions. Social marketing uses audience research to determine target audience segmentation into groups with common risk behaviors, motivations, and information channel preferences. Key audience segments are then reached with the mix of intervention strategies formed by the “4 Ps” of social marketing, namely, product, price, place, and promotion. The final “product” is designed based on the needs and desires of the consumer, and persuasive messages advocating behavior change are promoted to the target audience. Continuous evaluation and message revision allows for continual refinement on the basis of consumer feedback.

This course is designed to familiarize you with current theory and knowledge in the field of social marketing and to analyze the components and applications of marketing used for promoting health behavior change and behavior management strategies. Topics include: Determining Research Needs and Resources; Selecting Target Markets; Understanding the Target Audience and Competition; Determining the Product, Price, Place and Promotion of the Market Offering; Implementing and Evaluating Social Marketing Efforts; and Ethics in Social Marketing. Class sessions will combine didactic presentations with group discussions and in-class exercises.

Course Objectives

By the end of the course, you will be able to:

- Identify appropriate uses of social marketing in community health education.
- Discuss the use of social marketing to make public health interventions culturally sensitive and educational materials relevant for low-literacy, low-income, minority, and other special populations.
- Identify appropriate methods for use in conducting social marketing research.
- Design a social marketing plan to ameliorate a public health problem.
- Analyze and critique current case studies in social marketing.
- Analyze and critique social marketing in peer-review literature.
- Understand the ethical principles that guide social marketing practice.

This syllabus is your contract with Dr. Rodgers. By remaining enrolled in the course, you indicate your understanding and acceptance of all policies as outlined.
Class Format / Structure

All course sessions will endeavor to be highly interactive, with a mixture of lectures, class discussions, individual activities, and small-group work utilized to cover course content. In addition, a team-based learning approach will be employed to complete group projects. Ideally, you will come to class having completed the assigned readings and required assignments. But, if you have not gotten to your homework or readings, please attend class anyway. You also should be prepared to participate in the class discussions and activities.

What You Can Do to Be Successful in HSC 6637

In understanding and performing the following actions, you can take ownership of your education and learning experience by:

1. Attending all class meetings. (See “Attendance Policy” for more details.)
2. Planning to spend at least seven hours outside of class time each week on this course. **Note: An end-of-term group project is a requirement of this course. While some class time may be set aside for groups to work on their projects, you should plan to devote time outside of class for completion of the project.**
3. Being an active participant in class discussions and activities. (This requires attendance at all class meetings.)
4. Completing any readings **before** coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
5. Completing course assignments by due date indicated.
6. Joining and observing and participating in the Social Marketing in Health Facebook group.
7. Taking notes on each resource and referring to them when completing assignments and/or during class discussions.
8. Checking course announcements on Canvas website and email (both ufl.edu and Canvas) for new postings and messages.
9. Monitoring your own progress through student records on Canvas website.
10. Informing me whenever a problem arises related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of particular interest.
11. Meeting with me **long** before Finals Week to raise concerns about grades and progress in the course. **Note: I am here to help you and I want to help. However, I cannot help if you do not give me an opportunity to do so. All students have 48 hours from release of grades on all assignments to review feedback and raise questions about grading. After the 48-hour review period, assignment grades become final and no further review will be given.**
12. Respecting my viewpoints and contributions, as well as those of your fellow classmates.

Attendance / Participation

Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. Please understand that no makeup is given for a missed in-class activity regardless of the reason the activity is missed. You will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, regardless of whether you are present. If you fail to attend class regularly and have excessive unexcused absences or late arrivals, your final participation grade will suffer. **More than one unexcused absence will be considered excessive. Note: Although in-class activities may not be made up for any reason, your final grade will be adjusted and your final grade will not be affected if you provide a University-approved excuse for the absence and appropriate documentation within 48 hours of the missed activity. See next section on “Allowable Late Assignments and Makeups.”**
Allowable Late Assignments and Makeups

All assignments – both in class and outside of class – should be submitted by or before the time and date listed in the Course Schedule. Nonetheless, I recognize that life happens and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may (no guarantee) be given an opportunity to submit after the deadline only after you provide an acceptable, University-approved reason with proper documentation for missing the deadline. Among the reasons missed assignments may be considered excused by the University are the following:

1. Participation in an activity appearing on the University authorized list (appropriate documentation required, e.g., official letter on UF letterhead).
2. Death or major illness in a student’s immediate family (appropriate documentation required, e.g., medical note or obituary).
3. Illness of you or a dependent family member (appropriate documentation required, e.g., doctor’s note).
4. Participation in legal proceedings or administrative procedure that require a student’s presence (appropriate documentation required).
5. Religious holy day. **Note:** You will be taken at your word on this. However, if I learn that you have abused this excuse, you will be subject to academic dishonesty policies per University regulations.
6. Professional activities (e.g., interview, conference, with appropriate documentation required).

Assigned Work

You are expected to do your own original and best work. The grade received at the end of the semester is the one you have earned. **No extra credit opportunities, additional assignments or opportunities to revise assignments will be provided.** You should submit online assignments via the Canvas course website. I will collect in-class assignments. Late submissions will receive a zero (0) in the gradebook. Except for medical or immediate family emergencies, no makeups of assignments will be allowed. Proper documentation is required in the case of medical or family emergencies. Documentation should be given in a timely manner for consideration of makeups. “Timely” will be defined by the nature of the circumstances and the ability to obtain appropriate documentation given the circumstances. **Note:** See additional information in earlier Section titled: Allowable Late Assignments and Makeups.

Table 1 gives a brief overview of assignments on which course grades will be determined. **Note:** Assignments are weighted by group; points on assignments within each group will vary.

<table>
<thead>
<tr>
<th>Assignment Groups</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Participation &amp; Facebook Share</td>
<td>20%</td>
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<tr>
<td>Discussion Leader</td>
<td>10%</td>
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<tr>
<td>Case Study Presentation</td>
<td>10%</td>
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<tr>
<td>Synthesis Essay</td>
<td>25%</td>
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<tr>
<td>Social Marketing Plan Team Project (written plan, oral presentation, &amp; peer evaluation)</td>
<td>35%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale

Assignment of final course grades will be made on the scale shown in Table 2. **No extra credit or points will be given in this course.** This means that if, at the end of the term, your final course percentage totals 89.99999999, your grade equals a “B+” for the semester.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A ☹</td>
<td>100.0-92.0</td>
<td>C</td>
<td>77.9-72.0</td>
</tr>
<tr>
<td>A-</td>
<td>91.9-90.0</td>
<td>C-</td>
<td>71.9-70.0</td>
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<tr>
<td>B+</td>
<td>89.9-88.0</td>
<td>D+</td>
<td>69.9-68.0</td>
</tr>
<tr>
<td>B</td>
<td>87.9-82.0</td>
<td>D</td>
<td>67.9-62.0</td>
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<tr>
<td>B-</td>
<td>81.9-80.0</td>
<td>D-</td>
<td>61.9-60.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-78.0</td>
<td>F ☹</td>
<td>≤59.9</td>
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</table>

**Note:** If you have a very low grade but do not drop/withdraw from this course on or before April 12 and/or do not explain your situation to me, you will be given the failing grade ("E"), not an "I" (Incomplete).

Grading Disputes

If you believe an error has been made in grading, you should first review the assignment instructions and rubric carefully. Then, you should check relevant policies on the syllabus. If, after doing these two things, you still believe an error has been made, you should (1) state the problem in detail in writing and (2) follow up with me during office hours. **Note:** You are expected to review my feedback given on each assignment within 48 hours of the return of the assignment. If a grade input error occurs, you should notify me immediately. I will examine the Canvas grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted accordingly.

Grade Adjustments

It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”). Examples of unjustifiable grade adjustments include requests for extra credit, to revise and resubmit assignments, and to round up grades. Under no circumstances will I ever “round up” a student’s grade (an 89.99% is a B+), nor will I offer extra credit or allow an assignment do-over.

If you have questions following the posting of final course grades at the end of the term, you should present your concerns in person, during Finals Week or at the beginning of the next semester, as appropriate. Per FERPA (student privacy) regulations, I am unable to respond to end-of-term emails requesting a review of assignment or final grades. **Note:** As stated earlier, you are expected to review each returned assignment immediately and bring any concerns to my attention within 48 hours of release of the returned assignments. No grades will be reviewed after that 48-hour period.

Course Assignments and Assessments

Detailed instructions for each course assignment are located under the Assignments tab on the Canvas course website. You should review all assignments as outlined on the Canvas website to ensure you understand all instructions and requirements for each assignment. If you have questions about any assignment, please, first, ask your question during our class meeting time so that everyone in the class may benefit from my response.
Chances are that if you have a question, other members of the class likely will have the same question. If your question cannot wait until our next class meeting, then, by all means, send me a message with your question. I will strive to answer promptly and alert the other class members of my response, as appropriate. What follows here are brief descriptions of course assignments and assessments for this term.

1. Participation & Facebook Share (20% of final grade)

**Participation:**
This is a graduate-level course and you are responsible for keeping up with course material and announcements, as well as for thoughtful discussion and active engagement in each class session. Thus, participation entails the following expectations:

- Completion of all readings and/or viewing assignments before class.
- Notation of strengths and weaknesses of readings and any unclear points to discuss with class.
- Preparation of three or four written questions or comments to help facilitate class discussion.
- Recognition that all opinions are welcome, including disagreement with or criticism of readings.

Although quality of participation is more important than quantity, you should offer opinions, pose questions and answer questions in every class discussion. If you miss more than one class period for unexcused reasons, you will not receive an A for this portion of the grade, no matter the quality of your interaction.

The following rubric will be used as a guide* in assigning participation points:

- One to no excused absences or late arrivals, consistent and active participation; 65 points
- One unexcused absence and/or one late arrival, with notification to instructor, consistent and active participation; 65 points
- Two unexcused absences and/or late arrivals, with or without instructor notification, consistent and active participation when present; 60 points
- No absences and/or late arrivals, inconsistent but mostly active participation; 57 points
- Two unexcused absences and/or late arrivals, with or without instructor notification, inconsistent but mostly active participation when present; 57 points
- One to two unexcused absences and/or late arrivals, with or without instructor notification, minimal (inactive); 55 points
- More than two unexcused absences and/or late arrivals, active participation when present; 52 points
- More than two unexcused absences and/or late arrivals, inconsistent and inactive participation; 48 points
- Three or more unexcused absences and/or late arrivals, inactive and minimal participation, has let the group down; 42 points

*Note: This rubric is a guide only. I will assign Participation points at the end of the term, based on my attendance and participation records.

**Facebook Group Share:**
Social Marketing in Health is a Facebook group for current and former graduate students enrolled in HSC 6637 at the University of Florida. The group, which is maintained by Dr. Rodgers, serves to supplement course instruction and facilitate student learning through the sharing of current examples...
of social marketing in practice. The group is closed, with posts only visible to members of the group (not public). You must send a request to join the group (https://www.facebook.com/groups/uf.hsc6637/). Note: Joining the group does not require “friending” Dr. Rodgers or others in the group. To take part in the group, you must go to the group page to submit and view posts. The privacy of your individual Facebook page is respected and preserved.

You are expected to find current examples of social marketing in your daily environment (e.g., on campus, at work, on television or radio, in online magazines or newspapers, etc.) and post to the Social Marketing in Health Facebook group. Posts may include news stories or articles that you come across in your daily activities or photos that you take yourself as you are out and about. When posting an example, you should be sure to:

- Describe what you saw or heard
- State whom you think the effort is targeting
- Identify what behavior is being promoted

This assignment is an extension of your course participation grade; thus, regular contributions to the group are not only encouraged but also expected. You should be prepared to briefly discuss your Facebook Group Share posts at the beginning of each class meeting. Note: I will assign Facebook Group Share points at the end of the term, based on my participation records.

2. Discussion Leader (10% of final grade)

You are expected to lead a discussion at least one time in the semester that relates to the reading(s) for the week. Specifically, you will be responsible for providing discussion questions that apply (link) the reading(s) to the material and concepts presented during the class lectures. Please do not repeat what the article discusses. Instead, engage the class by asking thought-provoking questions, posing unique scenarios, and/or conducting activities. All class members are expected to have read the assigned article. Additionally, discussion group leaders are required to submit their discussion guides in advance via Canvas for approval. Note: The number of discussion leading sessions will depend on the number of students enrolled in the course.

3. Case Study Presentation (10% of final Grade)

Depending on the number of students enrolled in the course, you – either individually or as part of a two-person team – will present a case study of social marketing with the goal of educating the class on the goals, objectives, challenges and methodology of the case study. Each case study presentation will be a 7- to 10-minute overview that briefly:

a. Describes the problem the campaign or program attempted to address.
b. Identifies the target audience.
c. Outlines what formative research was conducted.
d. Outlines what the four Ps, goals, objectives and strategies were.
e. Fills in some detail with visuals or message.
f. Pays attention to the step that relates to the week’s readings.

Additionally, presenters should discuss with the class:
a. Is this social marketing or something else (e.g., health communication, public relations, health education)?
b. What would you have done differently or additionally?

You also are expected to submit a written one- to two-page summary/overview of your case presentation that I will share with the other class members before your presentation.

Case study presentations will be assessed either individually or collectively on comprehension of the presentation, as well as clarity and presentation style. You may select a case study from one of the sources below, or anywhere you find one on the web. No duplication of cases will be allowed, so let me know as soon as you select your case, and certainly, by or before the due date stated in the course schedule. **Note: if you have trouble locating a suitable case study, let me know. I have access to some cases that you may choose from.**

Possible sources for case studies:

- Social Marketing Quarterly *(Note: This is available as an e-journal through UF libraries)*
- The Showcase section of the UK’s National Social Marketing Centre: [http://www.thensmc.com/resources/showcase/browse](http://www.thensmc.com/resources/showcase/browse)
- PSI’s Publication Catalogue: [https://www.psi.org/research/library/](https://www.psi.org/research/library/)

4. **Synthesis Essay (25% of final grade)**

A synthesis essay is a written discussion incorporating multiple sources and viewpoints. For this assignment, you will read *The Tipping Point: How Little Things Can Make a Big Difference* and *Nudge: Improving Decisions About Health, Wealth and Happiness* and then write a synthesis essay that examines the principles/ideas presented in the texts and their relationships to social marketing and health education. Specifically, your synthesis essay should demonstrate your grasp of “social epidemic” and “behavioral economics” concepts and how they apply in social marketing and health education practices. This essay is not simply a reflection on the books but rather a synthesis that discusses:

a. How sustainable health behavior change can be accomplished using the principles in the texts.
b. How other health behavior and communication theories compare and contrast with the principles in the texts.
c. How the principles in the texts can be applied to your group’s social marketing plan, if relevant, or, if not, how the principles can be applied to social marketing or other behavior change campaigns you are familiar with.

Where possible and appropriate, you should synthesize and cite relevant readings from the semester, along with passages from the two texts. Your synthesis essay should be coherent, clear and detailed. I cannot “guess” what you mean to say. You should plan to write a minimum of six (6) double-spaced pages in 12-point type (Arial, Calibri or Times New Roman) and one-inch margins.

5. **Social Marketing Plan Team Project (35% of final grade)**

**Written and Oral Components:**

The purpose of this project, which entails a written component and a formal presentation, is to give you an opportunity to apply social marketing concepts to current health issues. Grouped in teams of from two to four students each, you will create and develop a written initial marketing plan to address
an area of health promotion of your team’s choice. Health issues must be approved by me beforehand and no duplication of topics will be allowed.

While some class time will be devoted to this activity, the majority of the work related to this assignment will be completed outside of class time. Periodically through the semester, teams will be asked to informally update the class on their efforts. At four points in the semester your group should have a written draft of your plan to share with me and the class (see Course Schedule for due dates):

- Upon completion of background, purpose, and focus (Step 1)
- Upon completion of situation analysis, target audience, objectives, and competition (Steps 2-5)
- Upon completion of positioning, product, price, place, and promotion (Steps 6-7)
- Upon completion of evaluation, budgets, and implementation (Steps 8-10)

At the end of the semester, each team will make a 30- to 40-minute formal presentation of their work to the class. This should include a PowerPoint presentation and any other supporting information you choose. **Note: The length of the formal presentation will depend on the number of students enrolled in the course and the number of groups presenting.** Written plans should not exceed 25 double-spaced pages, excluding references and appendices. The final written plan and presentation will be graded on completeness, effort, insights, creativity, appropriateness of marketing techniques, and applied course content.

**Team Project Peer Evaluation:**
You will be asked to evaluate how helpful were the other members of your group, regarding their participation in the development of the marketing project. Your individual peer evaluation score will be the average of the points you receive from the members of your group. Detailed instructions will be provided at the appropriate time, but specific examples should be used to support especially high or especially low evaluations of your fellow team members. **Please keep notes throughout the semester of outstanding contributions and teamwork (or, in some rare cases, poor effort or attitude).**

**Course Outline**

The course outline that follows represents my current plans and objectives. As the semester progresses, those plans may need to change either because of unforeseen circumstances or to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 9</td>
<td>Syllabus &amp; Course Logistics, Jan. 11-12</td>
<td>Text: Chapter 1</td>
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<td>Defining Social Marketing, Keys to Success</td>
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<td>2</td>
<td>Jan. 16</td>
<td>Planning Process</td>
<td>Text: Chapters 2-3</td>
<td>Project Teams &amp; Topics, due by 11:55 p.m., Jan. 19</td>
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<td>Research Needs &amp; Options</td>
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<td>3</td>
<td>Jan. 23</td>
<td>Situation Analysis</td>
<td>Text: Chapter 4</td>
<td>Facebook Group Share 1</td>
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<td>Reading: (1) Formative Research (3 articles)</td>
<td>Discussion Guide 1 due by 11:55 p.m., Jan. 21</td>
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<td>4</td>
<td>Jan. 30</td>
<td>Target Audience</td>
<td>Text: Chapter 5</td>
<td>Facebook Group Share 2</td>
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<td>Reading: (2) Audience Segmentation (2 articles)</td>
<td>Case Study 1 Summary due by 11:55 p.m., Jan. 28</td>
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<td>5</td>
<td>Feb. 6</td>
<td>Objectives &amp; Goals</td>
<td>Text: Chapter 6</td>
<td>Facebook Group Share 3</td>
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*This week, groups should divvy up formative research on topic.*

*One-page Background, Focus and Purpose (Step 1) due by 11:55 p.m., Feb. 4*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>6</td>
<td>Feb. 13</td>
<td>Competition</td>
<td>Text: Chapter 7&lt;br&gt;Readings: (3) Competition (2 articles)</td>
<td>Facebook Group Share 4&lt;br&gt;Case Study 3 Summary due by 11:55 p.m., Feb. 11&lt;br&gt;Discussion Guide 3 due by 11:55 p.m., Feb. 11</td>
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<td>7</td>
<td>Feb. 20</td>
<td>Theoretical Frameworks</td>
<td>Text: Chapter 8&lt;br&gt;Readings: (4) Theory (3 articles)</td>
<td>Facebook Group Share 5&lt;br&gt;Case Study 4 Summary due by 11:55 p.m., Feb. 18&lt;br&gt;Discussion Guide 4 due by 11:55 p.m., Feb. 18&lt;br&gt;&lt;br&gt;<em>Draft marketing plan (Steps 2-5) due by 11:55 p.m., Feb. 18</em></td>
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<td>8</td>
<td>Feb. 27</td>
<td>Positioning Product</td>
<td>Chapters 9 &amp; 10&lt;br&gt;Readings: (5) Positioning (1 article) &amp; (6) Product (3 articles)</td>
<td>Facebook Group Share 6&lt;br&gt;Case Study 5 Summary due by 11:55 p.m., Feb. 25&lt;br&gt;Discussion Guides 5 &amp; 6 due by 11:55 p.m., Feb. 25</td>
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<td>March 2-10</td>
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<td>March 2-10&lt;br&gt;<em>NO CLASS ~ SPRING BREAK ~ ENJOY AND BE SAFE ...!</em></td>
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<td>10</td>
<td>Mar. 13</td>
<td>Price Place</td>
<td>Text: Chapters 11 &amp; 12&lt;br&gt;Readings: (7) Price (1 article) &amp; (8) Place (2 articles)</td>
<td>Facebook Group Share 7&lt;br&gt;Discussion Guides 7 &amp; 8 due by 11:55 p.m., March 11&lt;br&gt;Synthesis Essay due by 11:55 p.m. March 18</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Content</td>
<td>Readings Due</td>
<td>Assignments Due</td>
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<td>11</td>
<td>Mar. 20</td>
<td>Promotion Messages</td>
<td>Text: Chapters 13 &amp; 14</td>
<td>Facebook Group Share 8&lt;br&gt;Discussion Guide 9 due by 11:55 p.m., March 18&lt;br&gt;&lt;i&gt;Draft marketing plan (Steps 6-7) due by 11:55 p.m., March 25&lt;/i&gt;</td>
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<td></td>
<td>Promotion Channels</td>
<td>Readings: (9) Promotion (3 articles)</td>
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<td>12</td>
<td>Mar. 27</td>
<td>Project Work Day</td>
<td>Group Work on Marketing plans</td>
<td>&lt;i&gt;Project Progress: Class time for meeting with instructor and in groups&lt;/i&gt;</td>
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<tr>
<td></td>
<td>&lt;i&gt;SOPHE, March 27-29&lt;/i&gt;</td>
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<td>13</td>
<td>Apr. 3</td>
<td>Evaluation</td>
<td>Text: Chapter 15</td>
<td>Facebook Group Share 9&lt;br&gt;Discussion Guide 10 due by 11:55 p.m., April 1</td>
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<td>Readings: (10) Evaluation (2 articles)</td>
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<td>14</td>
<td>Apr. 10</td>
<td>Budgets &amp; Sustainability</td>
<td>Text: Chapters 16 &amp; 17</td>
<td>Facebook Group Share 10&lt;br&gt;&lt;i&gt;Draft marketing plan (Steps 8-10) due by 11:55 p.m., April 15&lt;/i&gt;</td>
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<tr>
<td>15</td>
<td>Apr. 17</td>
<td>Project Work Day</td>
<td>Group Work on Marketing plans</td>
<td>&lt;i&gt;Project Progress: Class time for meeting with instructor, groups&lt;/i&gt;</td>
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<tr>
<td>16</td>
<td>Apr. 24</td>
<td>Marketing Plan Presentations</td>
<td></td>
<td>Project PPT due by 11:55 p.m., April 23&lt;br&gt;Peer Evaluation due by 3 p.m., April 24&lt;br&gt;Written Marketing Plan due by 3 p.m., April 24&lt;br&gt;Course Evaluation due by April 26</td>
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**Americans with Disability Act (ADA)**

Students requesting accommodation for disabilities must first register with the Dean of Students Office (DSO) ([http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The DSO will provide documentation to the student who must then give this documentation to the professor when requesting accommodation. Students must submit their documentation to the professor before turning in assignments. Accommodations are **not retroactive**; therefore, students should contact the DSO as soon as possible in the term for which they are seeking accommodations.

**Academic Honesty**

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. You are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers.

Academic dishonesty is taken seriously and the severest penalty possible will be pursued against suspected offenders. This course may use plagiarism prevention technology. You may have the option of submitting papers online through a plagiarism prevention service or of allowing me to submit hard copies of your papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

To avoid misunderstandings, familiarize yourself with the University of Florida’s Student Honor Code and the Division of Student Affairs’ Student Conduct and Conflict Resolution website at [https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/).

**Getting Help**

For issues with technical difficulties for Canvas, contact the UF Help Desk at:

- Learning-support@ufl.edu
- 352-392-HELP (4357)
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

Any requests for makeups due to technical issues must be accompanied by the **ticket number and the message resolution (email)** received from LSS when the problem was reported. The ticket number will document the time and date of the problem. Students must contact the instructor within 24 hours of the technical difficulty if they wish to request a makeup.

Other resources are available at [http://www.distance.ufl.edu/getting-help](http://www.distance.ufl.edu/getting-help) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handing student concerns and complaints
- Library Help Desk support