

Course Syllabus
MKTG-551: Marketing for Social Change
[Fall 2018]



Instructor Information



Sonya Grier

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Office location: T-27, Marketing Suite

Office hours: Tuesday 1:30p-3:30p and by appointment

Response time: I will typically respond to emails within 24 hours on weekdays and 48 hours on weekends, as a maximum.

Instructor Bio:

Professor Grier primarily teaches courses in *Marketing for Social Change* and *Integrated Marketing Communication*. She conducts interdisciplinary research on topics related to target marketing, race in the marketplace, the social impact of commercial marketing, and social marketing. She has published her research in leading marketing, psychology, public health and health policy journals, and has created two award winning documentary films.

Professor Grier has policy experience based on two years at the Federal Trade Commission, and also has practical industry experience in Market Research, Brand Management and Marketing consulting. She serves on the Editorial Board for the *Journal of Public Policy and Marketing*, and the *Journal of Consumer Affairs*. She is also a member of the National Academies *Food Forum*. On campus, she serves as Chair of the KSB Marketing Department, and as a member of the KSB Diversity Committee.

Previously, she was a member of the first cohort of the Robert Wood Johnson Foundation *Health & Society Scholar* program at the University of Pennsylvania and an Assistant Professor of Marketing at the Stanford Graduate School of Business. She received her Ph.D. in Marketing, with a minor in Social Psychology, from Northwestern University. Her MBA and BA degrees are also from Northwestern University. She is originally from Detroit, Michigan.

Course Information

Description

Poverty. Environmental degradation. Drunk driving. Domestic violence. An epidemic of obesity. Challenges such as these confront societies worldwide. MKTG-551 will show you how to apply marketing strategies and techniques to systematically address social challenges. The course is designed to develop the knowledge, perspectives and skills to apply fundamental marketing concepts (e.g. customer orientation, segmentation, and positioning) to influence the voluntary behavior of target audiences to improve their personal welfare and that of society. Designed for students whose career goals involve working in or with organizations who desire to promote social change, or who are interested in understanding the role and application of marketing beyond commercial gain.

Course Format and Structure

Class Time & Location: *Wednesday 5:30pm-8:00pm in KSB T-59*

Many different teaching approaches are used in MKTG-551 to provide you with multiple ways to learn the course material. We will strive for class sessions that are lively, engaging, fun, creative and informative.

- Class sessions will combine lecture, discussion, presentations, guest speakers, case studies, in-class assignments and analysis related to assigned readings. Case discussions will allow for the application of theoretical learning and analytical skills to practical social marketing challenges.
- We will cover detailed examples of innovative social marketing campaigns. In addition, many key concepts will be applied through interactive in-class exercises or out-of-class assignments.
- The class will also benefit from select guest speakers, and your professional courtesies of presence and engagement are expected.

Student Learning Outcomes

The course will provide an understanding of the specific workings, issues, dynamics and unique marketing challenges of social marketing efforts. The course also integrates specific attention to the social, global, ethical, and legal environment in which marketing activities are implemented. *The course is designed so that at the conclusion of the course you should understand and be able to apply:*

1. The definition and appropriate applications of social marketing;
2. Useful frameworks and theories for approaching social marketing challenges across contexts.
3. How to systematically approach the development, implementation and evaluation of a social marketing plan; and
4. Issues relevant to the economic, legal and social context which many influence the development and implementation of social marketing strategies.

Textbooks and Materials

The required text for the course (which can be purchased at the bookstore) is:

Social Marketing: Changing Behaviors for Good by Philip Kotler, and Nancy R. Lee, Sage Publications, Inc., Fifth Edition (2016). ISBN: 978-1452292144 (rev)

Can be found on chegg.com to rent/buy using this link: <https://www.chegg.com/textbooks/social-marketing-5th-edition-9781452292144-1452292140?trackid=247fee92&strackid=0e680991>

Amazon.com to rent/buy: https://www.amazon.com/Social-Marketing-Changing-Behaviors-Good-ebook/dp/BOOSLAZUDI/ref=mt_kindle?encoding=UTF8&me=&qid=1533594538

NOTE: The planning worksheets and example social marketing plans in the back of the book are very helpful for understanding and applying the planning process.

Additional readings will be posted on Blackboard (BB) or distributed in class.

- The readings present theoretical foundations and applied examples of key concepts underlying the development of social marketing campaigns. Students are expected to be prepared to discuss all assigned readings in class. Students are responsible for accessing all readings prior to the assigned class.
- Start early with the readings each week. Given that the course meets only once a week, each class session has double the readings of a “twice a week” class.
- A session-by-session outline of key topics and necessary class preparation will be posted on Blackboard. Advance notification will be provided for any changes to class sessions.
- Class updates will be posted on the class page on Blackboard, so check Blackboard regularly.
- The required text will be available on Library reserve. Additional readings can be recommended if you interested in specific topics.

Instructional Technologies

In this course, students will use the following systems and tools:

Blackboard Learning Management System: Participants will use their AU credentials to log in at <https://blackboard.american.edu>. AU’s Blackboard Support team recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Blackboard with other browsers. **Do not use Internet Explorer.** If you need assistance contact Blackboard Support Center at blackboard@american.edu or call (202) 885-3904 for 24/7 support.

Laptop Policy

Kogod has implemented a policy to insure that all students use a consistent set of quantitative application software products. All students enrolled in this course are expected to comply with its Laptop Policy. Visit the Laptop Policy (<http://www.american.edu/kogod/labs/computers.cfm>) to

determine if your laptop is compliant and how to be prepared for class. Please note the University Computer Labs feature devices that allow students to complete assignments outside of the classroom.

Early Warning

- **Early Warning deadline: October 1st , 2018**
- **Last day to drop course: November 2nd , 2018**

Course Schedule

Session	Date	Course Outline of Week
1	Aug 29	Social Marketing and Social Change
2	Sept. 5	The Social Marketing Planning Process
3	Sept. 12	Analyzing Consumers and Environments
4	Sept. 19	Selecting Target Markets and Setting Objectives
5	Sept. 26	Understanding Target Behavior
6	Oct. 3	Positioning and The Social Product
7	Oct. 10	Managing Perceived Costs
8	Oct. 17	Distributing the Offer
9	Oct. 24	Promotional Strategies
10	Oct. 31	Evaluating Social Marketing Strategy
11	Nov 7	Implementing Social Marketing
12	Nov 14	Integrating Social Marketing Strategy
	Nov 21	Thanksgiving holiday, no classes
13	Nov 28	Applying Social Marketing Strategy
14	Dec. 5	Emerging Topics in Social Marketing
	Dec 12	<u>FINAL EXAM DATE</u>

****Please see the separate “Weekly Outlines” document for detail on weekly class preparation. Also, please note that some of these dates are subject to change to accommodate guest speakers and other class opportunities.***

Grading and Assessment

Assessment	Percentage
Journal	6%
Case Analysis	14%
Blog & Tell	6%
Quiz	9%
Final Exam	25%
Participation	10%
Social Marketing Plan (Group Project)	30%

Assignments

- A. **Journal (I):** The journal provides you a structured way to reflect on what you are learning and identify anything you may be confused about before you need to apply the concept in an assignment or on an exam. You have the opportunity to summarize what you are learning, relate it to other classes or experiences, and consider course topics in more detail. You will submit 3 journals throughout the semester (2 points each, maximum 1 page).
- B. **Case Analysis (I):** This involves the written analysis of a social marketing case and should reflect your understanding to date of social marketing theory, tactics and approaches covered early in the course. The assignment allows you to 1) develop your analytical skills, 2) apply and integrate course learning o date, and 3) receive early individual feedback regarding your approach to social marketing challenges.
- C. **Quiz and Examination (I):** The quiz and exam allow practice in strategic decision making related to the development of social marketing strategy and tactics. The quiz assesses your understanding of the basics, while the exam is designed to assess your ability to understand, apply, integrate and build on all course materials to date.
- D. **Group Project (G):** The overall the group project allows you to integrate and apply your understanding of social marketing with your creativity to address to a specific social change issue. You will develop a social marketing plan for an identified issue or organization. Students work as a team, which allows you to develop skills essential in any field. The emerging group projects will be discussed in class, to illustrate issues related to weekly topics.
- E. **Blog&Tell (I): Please join** the class Facebook page, you will blog about a particularly interesting use of marketing for social change that is relevant to this week's discussion. You will discuss how the example relates to the week's topic in a succinct blog post that you will share 24 hours before your assigned class date. You can upload video, audio, print, social media, or a vivid creative description- your choice. You must sign up for a date/class topic and upload all materials at least 24 hours prior to class. At the beginning of each class, we will take time for 1-2 people to discuss their blog posts. Your classmates can comment on your blog post.
- F. **Class Participation**

Your enthusiasm and engagement is essential to the success of this class to help ensure that each class is a lively, stimulating, and intellectually rewarding learning venture. Course benefits are facilitated by students' willingness to expose their viewpoint to the scrutiny of the professor and the class, as well as to the elaborate and evaluate others' views.

- Class attendance is crucial, especially since the course meets only once per week. An attendance sheet will be circulated at each class, and it is your responsibility to make sure that you sign if you are present. However, be clear that attendance is just the basis of participation and is necessary but not sufficient to receive a good participation grade.
- Your class participation grade encompasses a) being fully prepared to discuss the week's assignment (e.g. readings, discussion questions) b) contributing to class discussion, including the sessions with guest speakers, c) participating in in-class exercises and d) contributing to the group projects. The weekly class outlines list the preparation needed for each class.
- Your class participation goal should be to make insightful and compelling contributions; the issue is one of *quality*, not quantity. There are three kinds of qualitative participation: 1) irrelevant comments (which normally count for nothing); 2) recitation of the material; and 3) integration, application, and elaboration of concepts to practical situations. The latter is most helpful to your own learning as well as for the overall class.

****Note about Grades for Group project-** All members of a team receive the same grade, based on the quality of work. However, your project grade may be affected by your participation in and contribution to the group project. This will be assessed by my observations of your in-class discussions and on two confidential peer evaluations each person completes about their team members using for measures:

1. This team member's work reflected an acceptable level of thought and effort
2. This team member functioned as a valuable member of the team by supporting the efforts of the other team members
3. This team member's work reflected an acceptable level of thought and effort
4. This team member functioned as a valuable member of the team by supporting the efforts of the other team members

Expectations for Course Participation

Below describes how your class participation will be evaluated:

[10] Outstanding: Contributions in class consistency reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major and important insight(s) as well as fruitful direction for the class. Arguments are based on the integration and application of course concepts and are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

[9] Very Good: Consistent contributions in class reflect through preparation. Ideas offered are most frequently substantive; provide good insights, and fruitful direction for the class. Arguments are based on the integration and application of course concepts and are well substantiated and often persuasive. If this person were not a member of the class, the quality of the discussions would be diminished considerably.

[7-8] Good: Contributions in class, though not consistent, reflect thorough preparation. Ideas offered are usually substantive; provide good insights, and sometimes a fruitful direction for the class. Arguments, when presented, are based on the integration and application of course concepts, generally well substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussions would be diminished.

[5-6] Adequate: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the discussion. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. Most often comments reflect recitation of the course material. If this person were not a member of this class, the quality of the discussions be slightly diminished.

[1-4] Limited: This person has contributed little to class, so there is a limited basis for evaluation. If this person were not a member of the class, the quality of discussions would be minimally affected.

[0] Non-participant: This person has contributed nothing in this class to date, so there is not adequate basis for evaluation. If this person were not a member of this class, the quality of conversation would not be changed.

[-1 to -5] Unsatisfactory: Contributions in this class reflect inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights; and never a constructive direction for the class. Integrative comments and effective arguments are absent. Class contributions are, at best, “cherry picking” efforts making isolated, obvious, or confusing points. Also includes disruptive or distracting behavior in class (e.g. talking to classmates, checking email, ringing cell phone, etc.). If this person were not a member of the class, valuable airtime would be saved and/or others learning would be enhanced.

****PROFESSOR MEETING:** Every student must meet with the professor *at least* once within the first six weeks of class; failure to do so will result in a loss of participation points (- 4 points). There will be a sign-up sheet on google docs for office hours; please email me for an appointment if you cannot make office hours, and do so in advance.

Your Life and Grades:

I realize each of you has a life outside of this course. If you have something going on that is affecting your work for the class, please let me know. Communicate early and often!

Guidelines for Submitting Assignments

- All documents should be submitted in *Word*, minimum 1.5 spacing, maximum 2 lines spacing.
- All assignments (group and individual) should be uploaded onto Blackboard; otherwise, they will not be considered as submitted.
 - Two assignments will also require a hard copy: *Case Analysis and Group Project*.
 - Name all files as follows before uploading to BB, or emailing them to avoid losing points.
 - *Individual assignments: LastNameAssignmentTitle:* E.g. GrierIndividCase
 - *Group Assignments: Group#AssignmentTitle:* E.g. Group2CaseAssign
 - Include group number and all group member names on the first page of all group documents.

Please attend to this. It may seem like a small thing, but it makes grading so much easier. And a happy instructor is a good thing when she is grading, right?!

Grading Scale

Exemplary		Good		Acceptable		Unacceptable	
A	92.50%-100%	B+	87.5%-89.99%	C+	77.5%-79.99%	D	62.5%-67.49%
A-	90%-92.49%	B	82.50%-87.49%	C	72.5%-77.49%	D-	60.00%-62.49%
		B-	80.00%-82.49%	C-	70.00%-72.49%	F	Under 60.00%

Late Work Policy

No late work will be accepted. In business, a deadline is a deadline. The weekly outlines provide sufficient notice of assignment due dates, so please manage your time accordingly. Assignments will be collected at the beginning of the class period. If you are 15 minutes or more late for class, your assignment will be considered late and 15% of the total points deducted. If you must miss a class or in the event of printer failure or other such problem, be sure to upload it to Blackboard *prior* to class time. A student may take a make-up exam for full credit only if arrangements are made prior to the exam, and based on extraordinary circumstances. The key point is to plan in advance. Also see the marketing department policy on make-up exams later in this document.

Students requiring a temporary leave of absence for medical or mental health reasons must provide documentation to the Office of the Dean of Students (dos@american.edu), which will verify with the academic unit that the documentation is appropriate and supports the leave. Students with an ASAC-approved accommodation for disability reasons, should, to the greatest extent possible, make arrangements in advance of the due date or deadline.

Rubrics

All assessments will have detailed instructions in the Blackboard course. You should review all of the instructions in Blackboard and the rubrics before submitting each assessment. If you have questions about an assessment or rubric, contact the instructor to schedule a time to speak one-on-one.

Guidelines and Expectations

Course Policies and Business Etiquette

1. Your registration in this course assumes you agree to the course policies set forth in this syllabus as well as those established by American University.
2. *Laptop use in class.* Laptops are allowed only for note-taking. Use of laptops for chatting, social media or other non-class activities will result in reduced participation points and no laptop policy for the entire class.

3. Emails will be answered within 1 day; Do not wait until the last minute to email me.
4. *Class attendance is to your benefit and required.* Much material will be covered during each class period, some of which is not covered in the text. If you must miss a class, it is your responsibility to obtain the information you missed. Arriving to class on time is also essential; tardiness interrupts everyone's learning.
5. *Professionalism in your work.* One of the most important elements of business is the professional presentation of written work. All class assignments must be **typewritten and free of grammatical and spelling errors**. A **bibliography** should also accompany your work so that the information quality can be assessed. It is also expected that you will utilize managerial and scholarly research (i.e. not just internet webpages) for information. Provided assignment formats must be followed. Also, **please staple all pages of a given assignment**; do not paper clip or "dog ear" them. Points deducted for unprofessional written work.
6. *Professionalism in your behavior.* Students are expected to act in a professional manner, meeting deadlines, cooperating with classmates, and generally contributing in a positive way to the class. Teamwork, listening, empathy, enthusiasm, emotional maturity, and consideration of others' views are all essential to success. Thoughtful, informed, balanced and candid speech is most helpful, especially when critiquing each other's comments or work. It is as important to 'practice' these interpersonal skills as it is to learn new intellectual content.
7. ***I am here to help you.*** I do not always know if you need help, so don't hesitate to ask. If you are unable to make scheduled office hours, please call or email to make an appointment.

SUMMARY: How to Get the Most from this Course

Things that you can do to best take advantage of the learning opportunities in this course include:

1. Attend class regularly and on time and be active and courteous student (i.e. participate in discussion, listen actively, refrain from distracting the class).
2. Do the assigned readings before class and answer the discussion questions. Make notes during class of key points, and anything you may not understand and review these notes after class.
3. Think critically. This doesn't mean that you need to be critical. It means that you are aware of additional information needed in order to develop sound recommendations.
4. Keep an open mind and leave your preconceived notions about marketing at the door. Social change efforts often involve discussions of values, and yours may be challenged. This 14-week learning experience is a chance to gain new knowledge and perspectives as well as to enhance your own views.
5. Realize that you are not always the target consumer and most people are not like you. This helps you to see things from the target's point of view, the most important point of view.
6. Realize that all you do in this class – even though it focuses on social marketing – will be helpful in any career you choose. Skills such as research, writing analysis, critical thinking, professionalism, and enthusiasm about learning – are attractive to all prospective employers.
7. Come see me if there is something you do not understand.

Remember, this is your class and your learning experience. What you get out of the course is heavily determined by what you put into the class. I will do everything possible during the quarter to

stimulate, guide and facilitate your learning and understanding of course topics. If you reciprocate, we should have an enjoyable, engaging learning experience.

Marketing Department Policy for Make Up Exams

Exams: Exam dates are specified in the class schedule in the course syllabus. All students will take the exams at the same time. Makeup exams are allowed in only these instances:

- (1) Students who have registered with the Academic Support and Access Center and have an approved accommodation that allows for flexibility in attendance, provided the student notifies the professor by email in advance of the scheduled time for the exam to begin. The professor may request that the student's ASAC counselor confirm the rescheduling need is a direct result of the student's disability.
- (2) If you cannot attend the exam because of the observance of an approved religious holiday as outlined in the Undergraduate Academic Regulations, you must notify your professor at least one week prior to the initially scheduled exam date.
- (3) If you have a direct AU class conflict, you must notify your professor in writing and provide documentation at least one week prior to the initially scheduled exam date.
- (4) If you are participating in an AU athletic team event or other AU sanctioned activity that occurs during the exam time or that requires travel during the exam time you must notify your instructor in writing (email) and provide documentation at least one week prior to the initially scheduled exam date.
- (5) If you cannot attend an exam because of a documented serious illness that arises unexpectedly or a serious and unexpected event (e.g., death in your immediate family), you must notify both your professor and the Dean of Students Office in writing before the exam date (email will suffice as your initial notification: dos@american.edu). These special circumstances will be reviewed by the Dean of Students Office and handled on a case-by-case basis.

Additional makeup exams outside of these categories are not available. Students who are aware of conflicts, or should have known of schedule conflicts, and do not make arrangements to take a make-up exam will receive a score of zero for the exam.

Academic Integrity Code

Academic integrity is paramount in higher education and essential to effective teaching and learning. As a professional school, the Kogod School of Business is committed to preparing our students and graduates to value the notion of integrity. In fact, no issue at American University is more serious or addressed with greater severity than a breach of academic integrity.

Standards of academic conduct are set forth in the university's [Academic Integrity Code](#). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code, and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

Student Code of Conduct

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](#) is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct, and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

Student Support

Academic Support Services

All students may take advantage of the [Academic Support and Access Center \(ASAC\)](#) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243.

Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.

Accommodations for Students with Disabilities

AU is committed to making reasonable accommodations for qualified students with disabilities. The ASAC assists students with disabilities and promotes full participation in academic programs and other campus activities.

Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended.

To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by MGC 243.

For more information, visit AU's [Services for Students with Disabilities web page](#).

Diversity & Inclusion

The Kogod School of Business considers the diversity of its students, faculty, and staff to be a strength and strives to make an inclusive environment for everyone. Dimensions of diversity include sex, race, age, national origin, ethnicity, religion, gender identity, sexual orientation, socio-economic class, political ideology, intellectual and physical ability, and primary language. Students are encouraged to speak up and share their perspectives and experiences. This class represents a diversity of backgrounds

and experiences, so everyone must show respect for others. If you feel your differences may in some way isolate you from the Kogod community, please speak with the instructor to help you become an active and engaged member of our class and community.

The Center for Diversity and Inclusion, [CDI](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center. (202-885-3651, MGC 201 & 202)

Counseling Center

The [Counseling Center](#) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214)

Dean of Students Office

The [Dean of Students Office](#) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class. (202-885-3300, Butler Pavilion 408)

International Student & Scholar Services

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, [support for second language learners](#), response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410)

Kogod Center for Business Communications

The [Kogod Center for Business Communications](#) provides services and resources that can help improve your writing, public speaking, and team assignments. Peer consultants can offer feedback and tips on a variety of business-related assignments at *any* stage of the process. Hours are flexible and include evenings. (202-885-1920, Kogod 101)

Office of Advocacy Services for Interpersonal and Sexual Violence

[OASIS](#) provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence, or stalking. Advocacy is survivor-driven and intended to empower survivors to make informed decisions about their health, emotional well-being, and the adjudication process. (202-885-7070, Wellness Center – McCabe Hall 123).

Writing Center

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

University Policies

Emergency Preparedness

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Blackboard, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

Discrimination and Harassment (Title IX)

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](#) (202-885-2527) or the [Office of the Dean of Students](#) (dos@american.edu or 202-885-3300). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, staff in the Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS), medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident. For more information, including a list of

supportive resources on and off-campus, contact [OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence](#) ([oasis@american.edu](mailto: oasis@american.edu) or 202-885-7070) or the Office of the Dean of Students.

For information about your rights, see the [Title IX Information](#) page on the AU website.

Religious Observances

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

Use of Student Work

The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Student Pledge

Because academic integrity is important to the quality of our work and to your responsibilities to the University and fellow students, all of your assignments, papers and examinations, will include the following statement with your signature:

“On my honor, I have neither given nor received unauthorized aid on this assignment.”

Absence of this statement from an assignment does not preclude your obligation to observe the University's Academic Integrity Course.

Acknowledgement of Conditions of this Syllabus

My signature below indicates that I have read, understood, and accepted the conditions and requirements of the syllabus for Marketing-551: Marketing for Social Change in Fall 2018. This includes all information regarding course material, attendance and conduct, preparation, quizzes, exams and grade requirements, laptop and cell phone policies, and the statement and policy on academic dishonesty. This acknowledgement MUST be signed and returned by the end of your first class.

Print Name

Date

Sign Name