

**LINGNAN UNIVERSITY**  
**Department of Marketing & International Business**  
**CLC9012 To Care About Our Society – Social Marketing – L1**  
**Course Description and Schedule**  
**Second Term, 2023-24**

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**Brief Course Description**

Social marketing is a discipline that focuses on using commercial marketing concepts and techniques to influence behavior for delivering positive impacts for the society. This discipline has been making profound contributions to social issues in the areas of public health, injury prevention, community involvement, and more recently, financial well-being. It is of particular relevance to Hong Kong or any other societies that is experiencing social challenges in the quest for sustainable growth. Students will be exposed to different social issues. Through a mix of lectures, class discussions, and group and individual projects, students will be equipped with the marketing concepts, tools and strategies to address different social issues. This course is offered in the spirit of taking responsibility for ourselves as well as caring for those around us. It therefore targets at students who are concerned about social issues and passionate about bringing positive influence to the society.

**Aims**

This course is designed to acquaint students with the basic social marketing concepts, tools and strategies to address different social issues. This aims are to equip students with the skills to perform basic market research, to plan for, and to launch (for the service-learning class) a social marketing plan. Students are required to apply their knowledge learnt from classroom into a real-world situation. The ultimate goals of this course are to enhance students' responsibility for themselves, and to care for those in the community.

**Learning Outcomes**

After taking this course, students should be able to:

1. Explain the role of social marketing and illustrate by examples of how the basic marketing knowledge can influence positive behavior; (LO1)
2. Use a logical and systematic approach to analyze the social issues and the environment; (LO2)
3. Apply the social marketing theories and techniques to develop, implement and evaluate a social marketing campaign; (LO3) and
4. 4. Work as a team to convey project findings and recommendations as well-reasoned and fully substantiated managerial judgments (LO4)

## **Measurement of Learning Outcomes**

1. Class and case discussions measures students' ability to apply appropriate concepts and theories to analyze social issues, and the ability to criticize different social marketing campaigns. (LO1 and LO2)
2. Social marketing group project measure students' analyzing skills by requiring them to apply social marketing concepts to analyze real-world social issues in Hong Kong. Students are also required to develop a comprehensive social marketing plan to improve the situation of the identified social issues. This project therefore also measures students' critical thinking ability, creativity, written communication skills, and their abilities to work with others. (LO2, LO3 and LO4)
3. Team presentation measures student's oral presentation and communication skills, and their ability in handling questions from audiences. (LO4)
4. Final exam measure students' knowledge of social marketing. (LO1 and LO2)

## **Indicative Contents**

Part I. Understanding Social Marketing: concepts of social marketing, differences between commercial marketing, nonprofit marketing, public sector marketing, cause promotions and social marketing, and 10 steps in the strategic marketing planning process.

Part II. Analyzing the Social Marketing Environment: determining research needs and options for social issues, and conducting situation analysis

Part III. Selecting Target Audiences, Objectives, and Goals for Social Products: selecting target markets, setting goals and objectives.

Part IV. Developing Social Marketing Strategies: product--creating a social product platform, price--determining monetary and nonmonetary incentives, place--making access convenient and pleasant, promotion--deciding on social marketing messages, creative strategies, and specific communication channels (e.g., PR and advertising) for making "the communication for social marketing campaign."

Part V. Managing Social Marketing Program: developing a plan for monitoring and evaluation, establishing budgets and finding funding, creating an implementation plan and sustaining behavior.

## **Teaching Method**

This course consists of presentation of text materials, discussion of current social issues, and application of the social marketing concepts and theories to real world situations through case analyses, and a social marketing group project. Particular emphasis will be placed on the design of social marketing campaign to promote positive behaviors in the society (designed by students). Students are expected to apply social marketing concepts and strategies to design a social marketing program for an organization

The social marketing group project requires students to develop a strategic marketing plan for influencing different positive behaviors in the society. Through the group project, students are given opportunities to analyze different social issues in the real world, and to apply the social marketing theories and concepts to address such social problems. As such, students will demonstrate the spirit of social responsibility through brining positive influences to the community.

Students will be working on a S-L project with an assigned social agency. This S-L project emphasizes on practical application and experiential learning. The social marketing group project requires students to develop a strategic marketing plan for influencing different positive social behaviors in the society. Through the group project, students are given opportunities to analyze different social issues in the real world, and to apply the social marketing theories and concepts to address such social problems.

As such, students will demonstrate the spirit of social responsibility through bringing positive influences to the community.

Course website:

<http://www.ln.edu.hk/mkt/clc9012.php>

### Assessment

(1) Continuous Assessment:	<b>60%</b>
<i>Class participation</i>	10%
<i>S-L Group project</i>	40%
- <i>Progress Presentation (10%)</i>	
- <i>Final Presentation (15%)</i>	
- <i>Written Group Report (15%)</i>	
<i>Agency Assessment</i>	5%
<i>Self-reflective pro-forma</i>	5%
(2) Final Examination:	<b>40%</b>
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Total:	<b>100%</b>

This course adopts a Service-learning (S-L) approach.

### Details of Assessment

#### Class Participation (10%):

It is important for you to learn from each other in class by sharing your viewpoints and experiences. Please be active in class & case discussion. Credit will only be given to those who have made relevant points in class & case discussion. Students will lose participation marks for low attendance, consistent lateness, and disturbing behaviors.

#### Social Marketing Group Project (40%):

1. You will work in groups to develop a social marketing campaign for an assigned social agency. The campaign aims at improving the social issue(s) that the agency concerns. You are required to register and select the social agency by **18 Jan 2024**.
2. Each team are required (1) to identify the social issue(s) that the agency is targeting to improve, (2) to apply the social marketing concepts to analyze the environment, and (3) to develop innovative social marketing strategies that would improve the social issue(s) concerned. You are also required to execute your project plans in a real-world setting (please refer to the S-L info sheet from OSL for details of service learning activities).
3. Each group has to prepare a 10 minutes PROGRESS presentation (10%) on **5 March 2024**, briefly describing your project ideas & execution plan. Samples of products (e.g., leaflets, souvenirs, games or activities to be organized, etc.) designed for the service practicum should

- be presented as well. Please submit THREE hard copies of your group's PowerPoint slides at the beginning of the lesson. There will be penalties for any groups who fail to do so.
- Each group has to deliver a 10 minutes FINAL project presentation (15%) on **23 April 2024**. Please submit THREE hard copies of your group's PowerPoint slides at the beginning of the lesson. There will be penalties for any groups who fail to do so.
  - The written group report (15%) is due on **23 April 2024**. The report hardcopy should be submitted in class, while the report soft copy should be uploaded to the Moodle platform by 5pm on the same day. The report must be single-spaced in 12-point font, with 2.5cm margins on four sides, within 2000 words and 10 pages (excluding cover page, content page, references, and appendices). Unable to follow this format requirement will result in a discount (5 marks/ mistake) on the project score. No late submission will be accepted.
  - Details of the service learning activities are referred to the Info Sheet by OSL.

#### Agency Assessment (5%):

The agency will assess the performance of each group based on your overall S-L project performance. Higher marks will be given to groups that take active ownership of their projects, show good progress throughout the whole term, communicate well with the social agency, and execute their project plans satisfactorily.

#### Self-Reflective Pro-forma (5%):

- To help you reflect on how well you have performed in the group project as an effective team member, a structured 2-page pro-forma is prepared for you to assess how you have been attempting to practice service leadership during this course, especially through your involvement in the service-learning project.
- This pro-forma is due on 16 April 2024, and will be graded based on (i) completeness, (ii) clarity, and (iii) depth of your reflections.

**Note: A full set of marking rubrics for all assessments will be distributed in class and uploaded to Moodle for students' references.**

#### Peer Evaluation

To evaluate individual contribution to each group assignment, a peer evaluation will be conducted at the end of the term. Each team member is required to fill in a team evaluation form to assess group members' performance for the group project. Any student who fails to obtain a passing grade from half of the group members will receive a failing grade in the group assignment. This form should be submitted together with the final group project.

#### **Required/Essential Readings**

Lee, Nancy R. and Kotler, Philip (2024). Social Marketing: Behavior Change for Social Good. 7th Edition, SAGE.

<https://apbookshop.com/LNU/EN/Display/PrintedBook?ISBN=9781071851647&ForMaterials=False&Created=False>

<https://apbookshop.com/LNU/EN/Display/PrintedBook?ISBN=9781071851609&ForMaterials=False&Created=False>

#### **Recommended/Supplementary Readings**

Andreasen A (1997). Challenges for the science and practice of social marketing, Chapter one in: Goldberg ME, Fishbein M and Middlestadt SE (eds), Social Marketing: Theoretical and Practical Perspectives. Mahwah, NJ: Lawrence Erlbaum Associates.

Bloom PN and Novelli WD (1981). Problems and Challenges in Social Marketing. Journal of Marketing, 45: 79-88.

Hastings GB, Haywood AJ (1994). Social marketing: A critical response. Health Promotion

International, 9(1): 59-63.

Hastings, GB (2007). Social Marketing - Why Should the Devil Have All the Best Tunes? Butterworth-Heinemann.

Kotler P, Zaltman G (1971). Social marketing: an approach to planned social change. Journal of Marketing, 35: 3-12.

Laczniak GR, Lusch RF, Murphy PE (1979). Social marketing: Its ethical dimensions. Journal of Marketing, 43(Spring): 29-36.

Weinreich NK (2011). Hands-On Social Marketing: A Step-by-Step Guide, 2<sup>nd</sup> Edition, SAGE.

#### Important Notes:

- (1) Students are expected to spend a total of 6 hours (i.e. 3 hours of class contact and 3 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
- (5) ChatGPT and other Generative AI tools are expected and allowed for use in written assignments. AI output used in assessment tasks should be properly referenced. For example, students may be required to submit a list of the “prompts” they gave to get content used in coursework and essays.

### Course Schedule and Assignments:

Class Dates	Topics Covered	Class Activities	S& L Activities
16-Jan	<ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Ch 1 Defining Social Marketing</li> <li>- Introduction to Service-Learning Project (by OSL)</li> </ul>		Registration and Selection of S & L organizations <b><u>(by 18-Jan)</u></b>
23-Jan	<ul style="list-style-type: none"> <li>- Ch 2 10-Step Strategic Planning Model</li> <li>- Ch 4 Behaviour Change Theories, Models and Framework</li> </ul>	<u>Case Discussion</u>	Finalized S & L
30-Jan	<ul style="list-style-type: none"> <li>- Ch 5 Social Issue and Situation Analysis</li> <li>- Ch 6 Selecting Priority Audiences</li> </ul>		
6-Feb	<ul style="list-style-type: none"> <li>- Ch 7 Behaviour Objectives and Target Goals</li> </ul>	In Class Project Consultation	
20-Feb	<ul style="list-style-type: none"> <li>- Ch 9 Crafting a Desired Positioning</li> <li>- Ch 10 Product: Creating a Product Platform</li> </ul>	<u>Case Discussion</u>	
27-Feb	<ul style="list-style-type: none"> <li>- Ch 11 Price: Determining Incentives and Disincentives</li> </ul>	In Class Project Consultation	
5-Mar	Progress Presentation		
12-Mar	<ul style="list-style-type: none"> <li>- Ch 12 Place: Making Access Convenient and Pleasant</li> </ul>	<u>Case Discussion</u>	
19-Mar	<ul style="list-style-type: none"> <li>- Ch 13 Promotion: Deciding on Messages, Messengers, Creative Strategies</li> </ul>		
26-Mar	<ul style="list-style-type: none"> <li>- Ch 14 Monitoring and Evaluation</li> </ul>	<u>Case Discussion</u>	
2-Apr	<ul style="list-style-type: none"> <li>- Ch 15 Budget and Funding Plans</li> </ul>		
9-Apr	<ul style="list-style-type: none"> <li>- Ch 16 Implementation and Sustaining Behaviours Plans</li> </ul>	In Class Project Consultation	

16-Apr	Course Review / Reflection submission	
23-Apr	Final project presentation and report submission	Attendance & Activity record

**Class Schedule may vary based on actual delivery of lecture**

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**<1. Marking rubric for Class Participation – 10%>**

*Assessment process: Each student is required to attend all lessons and be active to participate in class discussions.*

<b>Traits</b>	<b>Mastery (8-10 marks)</b>	<b>Satisfactory (5-7 marks)</b>	<b>Emerging (0-4 marks)</b>
<b>Attendance</b>	Full, punctual attendance in class and mandatory seminars.	Occasional absences or lateness from class or mandatory seminars.	Frequent or recurring absence or lateness from class or mandatory seminars.
<b>Punctuality</b>	Arrive class on time for more than 80% of classes.	Arrive class on time for 70 - 80% of classes.	Arrive class on time for less than 70% of classes.
<b>Participate in class discussion</b>	Always being active during class discussions.	Sometimes being active during class discussions.	Almost not active during class discussions.
<b>Enthusiasm in the subject</b>	Always respond to teacher's questions, or raise questions or provide further examples related to the topic of interest.	Sometimes respond to teacher's questions, or raise questions, or provide further examples related to the topic of interest.	Seldom or never respond to teacher's questions, nor raise questions, nor provide further examples related to the topic of interest.

*Note: Traits are equally weighted.*



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**<2. Marking rubric for Progress Presentation – 10%>**

**LO 4: Work as a team to convey project findings and recommendations as well-reasoned and fully substantiated managerial judgments.**

*Assessment process:* Each group has to deliver a progress presentation, which describe their social marketing plan ideas to the class.

<b>Traits</b>	<b>Weight</b>	<b>Mastery (8-10)</b>	<b>Satisfactory (5-7)</b>	<b>Emerging (0-4)</b>
<b>Ability to describe the social marketing plan in a systematical way</b>	<b>20%</b>	Presenting the project ideas according to the social marketing 10-step system.	Presenting the project ideas according to the social marketing 10-step system with minor mistakes	Presenting the project ideas without reference to the social marketing 10-step system.
<b>Clarity of the project objectives &amp; goals</b>	<b>15%</b>	The project objectives and goals are clearly defined	The project objectives and goals are defined with minor mistakes	The project objectives and goals are not mentioned or defined with major mistakes.
<b>Innovativeness of the marketing mix strategies</b>	<b>30%</b>	All the 4Ps strategies are innovatively designed and the ideas are clearly presented.	The 4Ps strategies are fairly developed and the ideas are presented with little confusion.	Some of the 4Ps strategies are not developed or the ideas are presented with big mistakes.
<b>Execution plan</b>	<b>15%</b>	Provide a clear and reasonable budget plan, manpower plan, and material list.	Provide budget plan, manpower plan, and material list with some minor mistakes.	Not all the budget plan, manpower plan, or material list are provided, or such plans are unreasonably developed, or developed with big mistakes.
<b>Effectiveness of presentation skill</b>	<b>15%</b>	Balanced and proper use of presentation tools with little or no distractions. Good coordination among team members, good use of voice and eye contact, proper body language, speak clearly, able to generate interest from the audience.	Generally good use of presentation tools. Some distractions but they are not overwhelming. Average coordination among team members, fairly good use of voice and eye contact, fairly proper body language, speak quite clearly, fairly able to generate interest from the audience.	Poor use of presentation tools and/or many distractions (e.g., too much animations, too much information on one slide, poor color combinations, absence of titles, etc.) Poor coordination among team members, poor use of voice and eye contact, improper body language, speak unclearly, unable to

				generate interest from the audience.
<b>Ability to handle Q&amp;A</b>	<b>5%</b>	Able to provide high quality answers/responses to questions raised after the presentation.	Able to provide fairly good answers/responses to questions raised after the presentation.	Unable to answer/respond to questions raised after the presentation.
<b>Total</b>	<b>100%</b>			

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### <3. Marking rubric for Final Presentation - 15%>

**LO 3: Apply the social marketing theories and techniques to develop, implement and evaluate a social marketing campaign.**

**LO 4: Work as a team to convey project findings and recommendations as well-reasoned and fully substantiated managerial judgments.**

*Assessment process:* Each group has to deliver a FINAL project presentation, which describe their overall social marketing project ideas to the class.

<b>Traits</b>	<b>Weight</b>	<b>Mastery (8-10)</b>	<b>Satisfactory (5-7)</b>	<b>Emerging (0-4)</b>
<b>Ability to describe the social marketing plan in a systematical way</b>	<b>15%</b>	Presenting the project ideas according to the social marketing 10-step system.	Presenting the project ideas according to the social marketing 10-step system with minor mistakes	Presenting the project ideas without reference to the social marketing 10-step system.
<b>Clarity of the project objectives &amp; goals</b>	<b>10%</b>	The project objectives and goals are clearly defined	The project objectives and goals are defined with minor mistakes	The project objectives and goals are not mentioned or defined with major mistakes.
<b>Innovativeness of the marketing mix strategies</b>	<b>30%</b>	All the 4Ps strategies are innovatively designed and the ideas are clearly presented.	The 4Ps strategies are fairly developed and the ideas are presented with little confusion.	Some of the 4Ps strategies are not developed or the ideas are presented with big mistakes.
<b>Ability to evaluate the social marketing strategies developed</b>	<b>15%</b>	Provide a comprehensive evaluation of the social marketing strategies developed by themselves, followed by making fully justified recommendations.	Provide a fair evaluation of the social marketing strategies developed by themselves, followed by making recommendations with little justifications.	Unable to evaluate the social marketing strategies developed by themselves, or unable to make any recommendations.
<b>Reflection either on team or individual basis</b>	<b>10%</b>	Provide a deep and clear reflection on the team or individual members.	Provide a fair degree of reflection on the team or individual members.	Provide no, or very little reflection on the team or individual members.
<b>Effectiveness of presentation skill</b>	<b>15%</b>	Balanced and proper use of presentation tools with little or no distractions. Good coordination among team members, good use of voice and eye contact, proper body language, speak clearly, able to	Generally good use of presentation tools. Some distractions but they are not overwhelming. Average coordination among team members, fairly good use of voice and eye contact, fairly proper body language, speak quite	Poor use of presentation tools and/or many distractions (e.g., too much animations, too much information on one slide, poor color combinations, absence of titles, etc.) Poor coordination

		generate interest from the audience.	clearly, fairly able to generate interest from the audience.	among team members, poor use of voice and eye contact, improper body language, speak unclearly, unable to generate interest from the audience.
<b>Ability to handle Q&amp;A</b>	<b>5%</b>	Able to provide high quality answers/responses to questions raised after the presentation.	Able to provide fairly good answers/responses to questions raised after the presentation.	Unable to answer/respond to questions raised after the presentation.
<b>Total</b>	<b>100%</b>			

## CLC9012 To Care About Our Society - Social Marketing

### <4. Marking rubric for Group Report – 15%>

**LO 2: Use a logical and systematic approach to analyze the social issues and the environment.**

**LO 3: Apply the social marketing theories and techniques to develop, implement and evaluate a social marketing campaign.**

**LO 4: Work as a team to convey project findings and recommendations as well-reasoned and fully substantiated managerial judgments.**

*Assessment process:* Each group has to submit a written report to explain the social marketing campaign developed by themselves according to the 10-step system introduced in this course.

Traits	Weight	Mastery (8-10)	Satisfactory (5-7)	Emerging (0-4)
<b>Description of Social issue, Sponsoring organization(s), Background, Purpose and Focus of your plan (Step 1)</b>	<b>10%</b>	Providing very clear description on the social issue, sponsoring organization(s), background, purpose, and focus of your plan.	Providing reasonably clear description on the social issue, sponsoring organization(s), background, purpose, and focus of your plan but.	Fail to provide any description on the social issue, sponsoring organization(s), background, purpose, and focus of your plan.
<b>Conduction of a Situation Analysis (Step 2)</b>	<b>10%</b>	Conducting a correct and detailed SWOT analysis	Conducting a SWOT analysis with reasonably clear information or with minor mistakes	Fail to conduct a SWOT analysis or conducting one with many mistakes
<b>Selection of Target Audiences (Step 3)</b>	<b>5%</b>	Clearly describe the primary and additional (if any) target audience characteristics	Identifies the target audience with reasonably clear information of their characteristics	Fails to identify the characteristics of the target audience
<b>Formulation of Objectives and Target Goals (Step 4)</b>	<b>10%</b>	Formulates clear behavior, knowledge and belief objectives, and set SMART goal(s)	Formulates behavior, knowledge and belief objectives, and set SMART goal(s) with minor mistakes	Fail to set any objectives and goals, or setting those with big mistakes
<b>Identification of Target Audience Barriers, Benefits, the Competition, motivations, and Influential Others (Step 5)</b>	<b>10%</b>	Clearly identify target audience barriers, benefits, the competition, motivations, and influential others	Identify a satisfactory number of target audience barriers, benefits, the competition, motivations, and influential others	Fails to identify any target audience barriers, benefits, the competition, motivations, and influential others
<b>Development of a Positioning Statement (Step 6)</b>	<b>5%</b>	Writing a valid positioning statement	Writing a positioning statement with minor mistakes	Fails to write a valid positioning statement
<b>Development of Product Strategy: Design the product platform (Step 7a)</b>	<b>10%</b>	Formulates innovative product strategy that clearly describe the core, actual and augmented (optional) products of the plan	Describe the core, actual and augmented (optional) products of the plan with minor mistakes	Fails to develop a product strategy that describe the core, actual products of the plan
<b>Development of the</b>	<b>10%</b>	Formulates innovative	Formulates effective	Fails to identify any

<b>Price Strategy: Design the monetary and nonmonetary incentives &amp; disincentives (Step 7b)</b>		and effective pricing strategy that make use of the monetary and /or nonmonetary incentives and disincentives	pricing strategy that make use of the monetary and /or nonmonetary incentives and disincentives	significant monetary and (or) nonmonetary incentives and disincentives
<b>Development of the Place Strategy (Step 7c)</b>	<b>10%</b>	Creates an innovative way to distribute the service/products that will encourage and support the target audience to perform the desired behavior	Describe the distribution channels for the service/products with limited creativity	Fails to describe where and when will the target audience receive the services/products
<b>Development of the Promotion Strategy: Design the messages, messengers, creative strategies, and communication channels. (Step 7d)</b>	<b>10%</b>	Clearly describes the messages and messengers, develops creative promotional materials and clearly explain which communicational channels will be used	Describes the messages and messengers, develops promotional materials and describes the communicational channels to be used	Fails to describe the messages and messengers clearly, fails to develop attractive promotional materials and fails to describe which communicational channels will be used
<b>Appropriate use of available data sources and provides clear referencing (e.g., JIBS Style Guide)</b>	<b>5%</b>	Utilizes a wide range of available data sources, makes appropriate mention of available data and provides clear referencing	Utilizes a satisfactory range of data sources or makes inappropriate mention of sources or provides limited referencing	Fails to make use of available data sources or fails to provide adequate referencing within the report
<b>Delivery of a professional business report</b>	<b>5%</b>	Delivers a logically structured business report, clearly presented, with few grammatical errors	Delivers a satisfactory report, but with some confusion in structure or writing style	Delivers a poorly written and structured report that makes it difficult to follow and comprehend
<b>TOTAL</b>	<b>/ 100%</b>			

**CLC 9012 To Care About Our Society - Social Marketing**  
**<5. (For S-L Class only) Marking rubric for Agency Assessment – 5%>**

*Assessment process: The social agency partner representative will assess the performance of each team at the end of the term.*

<b>Traits</b>	<b>Weight</b>	<b>Mastery (8-10 marks)</b>	<b>Satisfactory (5-7 marks)</b>	<b>Emerging (0-4 marks)</b>
<b>Project ideas satisfied agency's needs</b>	<b>30%</b>	All the project ideas satisfied agency's needs.	Most of the project ideas satisfied agency's needs, with a few of unmet needs.	Most of the project ideas failed to satisfied agency's needs.
<b>Project execution satisfied agency's needs</b>	<b>30%</b>	The team executed their project well in the service practicum.	The team executed their project fairly in the service practicum.	The team executed their project poorly in the service practicum.
<b>Team's communication with the agency</b>	<b>20%</b>	Agency is satisfied with the team's communication style, attitude, and frequency.	Agency is fairly satisfied with the team's communication style, attitude, and frequency.	Agency is not satisfied with the team's communication style, attitude, and frequency.
<b>Team's enthusiasm in the project</b>	<b>20%</b>	Agency perceived that the team is highly enthusiastic about their project.	Agency perceived that the team is moderately enthusiastic about their project.	Agency perceived that the team is not enthusiastic about their project.

## CLC 9012 To Care About Our Society - Social Marketing

### <6a. (For S-L Class only) Marking rubric for Self-Reflective Proforma - 5%>

*Assessment process: Each student is required to complete a 2-page self-reflective pro-forma which requires them to reflect on their own demonstration service leadership qualities during their service-learning group project.*

Traits	Mastery (8-10 marks)	Satisfactory (5-7 marks)	Emerging (0-4 marks)
<b>Completeness of self-reflection</b>	Provide reflection on all the aspects included in the pro-forma.	Provide reflection on most of the aspects included in the pro-forma.	Failed to provide reflection on many / all of the aspects included in the pro-forma.
<b>Clarity of the reflection</b>	The reflection ideas are expressed clearly and easy to understand.	The reflection ideas are expressed fairly clearly but not very easy to understand.	The reflection ideas are expressed unclearly and difficult to understand.
<b>Depth of reflection</b>	All the areas of reflection are completed with detailed examples.	Many of the areas of reflection are completed with fairly-detailed examples.	Failed to provide examples to many / all of the areas of reflection.
<b>TOTAL</b>			

*Note: Traits are equally weighted.*



## CLC 9012 To Care About Our Society – Social Marketing

### <7. Marking rubric for Final Examination – 40%>

#### **LO 1. Explain the role of social marketing and illustrate by examples of how the basic marketing knowledge can influence positive public behavior**

*Assessment process: Each student is required to sit in a two-hour long examination to answer a number of long or short questions, which full mark is 100.*

<b>Traits</b>	<b>Mastery (8-10 marks)</b>	<b>Satisfactory (5-7 marks)</b>	<b>Emerging (0-4 marks)</b>
<b>Ability to demonstrate understating of questions and the subject knowledge.</b>	Mastery of course materials. Able to apply concepts to business situations and express ideas clearly and logically.	Knowledge of most topics but with gaps in ability to apply concepts or weaknesses in ability to express ideas.	Serious deficiency in knowledge with inability to apply concepts or to express ideas.
<b>Total</b>			