

Course: OL334E & N Non-Profit Marketing
Credit: 3 Semester Hours
Semester: Spring 2022, Cycle 5 March 14th-May 6th
Time: Wednesday 6-9pm E Ed 116
Instructor: Allen Prodoehl
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I. DESCRIPTION

This course deals with marketing tactics used to further nonprofit organizations including (1) building an organization image, (2) promoting its values, and (3) helping the public remember the organization.

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

II. OBJECTIVES

A. General competencies to be achieved. You will:

1. Describe distinctions of an organization to the public with clear organization values.
 - a. Program Objective 1, 3, 4
 - b. Assignments a, b, c
2. Examine options to help the public remember the organization.
 - a. Program Objectives 1, 4, 6
 - b. Assignments a, b, c

3. Appraise and determine distinctions between profit and non-profit marketing.
 - a. Program Objective 1, 4
 - b. Assignments a, b, c
4. Evaluate different approaches the church should utilize compared to other non-profit organizations.
 - a. Program Objectives 3, 4, 6
 - b. Assignments a, b, c

B. Specific competencies to be achieved. You will:

1. Recruit and retain volunteers.
 - a. Program Objectives 3, 4, 5
 - b. Assignments b
2. Integrate marketing plans.
 - a. Program Objective 4
 - b. Assignments a, b
3. Formulate public relation campaigns.
 - a. Program Objectives 1, 2, 4, 5, 6
 - b. Assignments a, b
4. Envision how the biblical worldview differentiates marketing from the world.
 - a. Program Objective 1, 3, 6
 - b. Assignments a, b, c

III. REQUIREMENTS

- A. Attendance of all classes or viewing/listening to all recorded lectures.
- B. Read text, complete assignments on time, and participate in class discussion and activities.
- C. Completion of course materials according to the prescribed schedule detailed in the Canvas Learning Environment.
- D. Complete final exam.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. This instructor uses software that detects plagiarism.

Business Administration students write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA

Manual). The instructor suggests that students acquire the manual or resources to produce correct formatting.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

IV. METHODS

- A. Lecture
- B. Reading assignments
- C. Written Assignments
- D. Student Participation – Online Discussion forum
- E. Final Paper – *Leadership Plan*

V. MATERIALS (Required)

- A. The Holy Bible, www.biblegateway.com, Price: \$0
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

- B. Other Textbook:

High, William F. (2014) *The Generosity Bet: Secrets of Risk, Reward, and*

Real Joy, Destiny Image, Shippensburg, PA, ISBN 9780768407013

Price: \$10.19

VI. COURSE ASSIGNMENTS

- a. Students are to read course texts and complete weekly assignments given by the professor. These assignments will involve research and writing. **See Canvas for exact due dates and instructions.**
- b. Student Participation – Engage in discussion questions found in Canvas Forum online. Students must participate in discussion questions weekly. Students must answer instructor’s questions at a minimum to receive any credit. For full credit, students must respond to classmate posts too. Students should post at least three times a week while class is in session. Class size may adjust these requirements. **Assignment due: weekly (*Look for the first discussion question to be posted the week before the class starts*) First response is due during the first week of class. See Canvas.**
- c. **Final Exam.** The instructor will post a final exam in Canvas due by the last day of the course.

VII. TENTATIVE CLASS SCHEDULE

Date/Week	Class Topic Description
Week 1	<ul style="list-style-type: none"> • Course Introduction • Read introduction and Chapter 1 in Your text. • A Biblical Survey of Nonprofit Marketing
Week 2	<ul style="list-style-type: none"> • Read Chapters 2 and 3 • What is Influence? • Important Conversations
Weeks 3 - 8	<ul style="list-style-type: none"> • See Canvas for specific details. Students will be assigned 2 to 3 Chapters of text reading per week and given an appropriate research/writing assignment that corresponds with the lecture.

VIII. Evaluation Policy

Assignments	50%
Discussion Questions	20% (late = reduced grade)
Final exam	30%

The instructor will reduce late submissions by one letter grade. Work submitted more than one week late will receive a two-letter grade reduction. Students who submit work more than

two weeks late should expect severe grade reductions. The instructor reserves the right to reject any work submitted by a student more than two weeks late.

IX. BIBLIOGRAPHY (Works cited during lectures)

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.

Greenleaf, R. (1977). *Servant leadership*. Mahwah, NJ: Paulist Press.

Hill, A. (2008). *Just business: Christian ethics for the marketplace*. (2nd Ed.). Downers Grove, IL: InterVarsity Press.

Patterson, K, Grenny, J, McMillan, R, & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill.

Pfeiffer, J. W., & Jones, J. E. (1974). *A handbook of structural experiences for human relations training, vol. 1* (revised). San Diego, CA: University Associates Press.

Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology*. 86(5), p. 825-836. doi: 10.1037//0021-9010.86.5.825.

Segal, J. (1997). *Raising your emotional intelligence: A practical guide*. NY: Henry Holt.

Tripp, P. (2000). *War of words: Getting to the heart of your communication struggles*. Phillipsburg, NJ: P & R Publishing Company.

Tsui, A., & Ashford, S. (1994). Adaptive self-regulation: A process view of managerial effectiveness. *Journal of Management*. 20, pp. 93-121.

Wymer, Knowles, Gomes (2006) *Nonprofit Marketing, Marketing Management for Charitable and Nongovernmental Organizations*. Sage Publications.

Yukl, G. (2012). *Leadership in organizations*. (5th ed.). Upper Saddle River, NJ: Prentice Hall.

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<p>CONTENT 75%</p>	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS Score:</i></p>
<p>ORGANIZATION Including Readability & Style 20%</p>	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS Score:</i></p>
<p>FORMAT 4%</p>	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS Score:</i></p>
<p>GRAMMAR, PUNCTUATION, & SPELLING 1%</p> <p>Gross misuse of the leniency of this criteria may result in grade reduction greater than stipulated here. Students MUST proofread their work.</p>	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT Score:</i></p>

What is a Substantive Post? © 2016
By Skip Hessel, D.M.

In a world of social media and text-messaging, proper interaction between student and teacher and other students is increasingly important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference: [No need for page break in substantive post.]

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God’s agenda*. B & H Publishing: Nashville, TN.