

Course: BU334D & ND Non-Profit Marketing  
Credit: 3 Semester Hours  
Semester: Fall 2023, Cycle 2 Aug 21-Oct 13  
Time: Monday and Wednesday 1-2:20 pm  
Location: Conference Room C  
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. (Prerequisite: BU200)

*\* 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.*

## 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.

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

*Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. 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](http://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:

Miller, Kivi Leroux (2021) *The Nonprofit Marketing Guide: High-Impact, Low-cost Ways to Build Support for your Good Cause*,  
Wiley, New York, NY ISBN 978-1119771036 Price: \$12.99

#### 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. **See Canvas.**

- c. **Final.** The instructor will post a final assignment in Canvas due by the last day of the course.

## VII. TENATIVE CLASS SCHEDULE

Date/Week	Class Topic Description
<b>Week 1</b>	<ul style="list-style-type: none"><li>• Course Introduction</li><li>• Read introduction and Chapter 1 in Your text.</li><li>• A Biblical Survey of Nonprofit Marketing</li></ul>
<b>Week 2</b>	<ul style="list-style-type: none"><li>• Read Chapters 2 and 3</li><li>• What is Influence?</li><li>• Important Conversations</li></ul>
<b>Weeks 3 - 8</b>	<ul style="list-style-type: none"><li>• 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.</li></ul>

## VIII. Evaluation Policy

Assignments	50%
Discussion Questions	20%
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.

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> <b>75%</b>	<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>
<b>ORGANIZATION</b> <b>Including Readability &amp; Style</b> <b>20%</b>	<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>
<b>FORMAT</b> <b>4%</b>	<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>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> <b>1%</b> <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>