

# **PADP 8220 MARKETING FOR NONPROFIT AND PUBLIC ORGANIZATIONS**

## **Course Syllabus SPRING 2019**

---

### **BASIC INFORMATION**

#### **Class Information**

PADP 8220  
Section 45085  
6:30pm-9:15pm Thursday  
Baldwin 202

#### **Instructor Information**

Rebecca Nesbit, Ph.D.  
Office: Baldwin 280D  
Phone: 706-583-5570  
Email: [nesbit7@uga.edu](mailto:nesbit7@uga.edu)  
Office hours:  
Thursday 5:30pm-6:30pm  
By appointment

### **COURSE DESCRIPTION**

To obtain human and financial resources, public and nonprofit organizations must be able to effectively communicate who they are and what they do to multiple audiences. This course overviews the fundamental principles and concepts of strategic marketing and how they apply to nonprofit and public organizations. At the end of this course, students will be able to:

- Identify the goals and purposes of marketing for public and nonprofit organizations
- Understand the unique marketing challenges facing public and nonprofit organizations
- Understand the range of marketing media and outlets, including social media and new technologies, and the advantages and disadvantages they pose for marketing
- Craft an effective marketing message targeted to a specific audience
- Tell an organization's story effectively and succinctly
- Develop a strategic marketing plan for a public or nonprofit organization

### **TEXTBOOKS AND OTHER COURSE MATERIALS**

There is one required textbook for this course:

Andreasen, A. R., Kotler, P., & Parker, D. (2008). *Strategic marketing for nonprofit organizations* (7th edition). Upper Saddle River, NJ: Prentice Hall.

Student will also be required to purchase four case studies from the Harvard Business School for use in this course. Students should go to the following link to purchase the case studies: <https://hbsp.harvard.edu/import/599190>. The total

cost is \$17.00. The four case studies are: The Broach Theatre, Marketing New York City, Byrraju Foundation SWEET Water Project, and La Protectora: Engaging in Social Media for a Social Cause.

## **ASSIGNMENTS**

*Classroom Engagement:* Students are expected to come to class prepared. The weekly reading is mandatory and students should come prepared to discuss and extend the readings in class. Students should bring their books and other reading materials to class.

Students are expected to participate actively in class—to answer questions, discuss ideas, share comments, and ask questions. On occasion we will do in-class activities that will count toward engagement points for that day. Students who do not come prepared to class may be excluded from participation in the in-class activities at the instructor’s discretion. Both the quantity and quality of students’ contributions to the class and to small group activities matter. A major component of engagement is demonstrating your mastery of the reading assignments and showing that you are actively engaged in all classroom activities.

I will deduct engagement points from students who come late to class (or leave early), who do not come prepared, or who engage in distracting behaviors during class time (see section below on student behavior in class). Laptops and other electronic devices may only be used for approved in-class activities.

While your classroom engagement grade does count toward your overall grade, I also use this grade for making decisions about borderline grades. A student with a borderline grade who has been actively engaged throughout the course may receive the benefit of the doubt when final grades are assigned.

*Mini Writing Assignments:* There is a short writing assignment due every week of the semester. The assignment descriptions are part of the study guides posted on eLearning Commons (eLC). A grading rubric for the writing assignments is also posted on eLC.

Writing assignments are due at the beginning of class during the assigned week. The assignments may not be turned in late, but they may be turned in early if you know that you will be missing class for some reason. You are allowed to redo one assignment in order to raise your grade on that assignment.

*In the News Presentation:* This assignment comprises a short, informal presentation to the class about examples of good (or bad) marketing from real organizations. A full description of this assignment is posted on eLC.

*Course Project:* Students will participate in a course project, which involves providing a free training for the public about nonprofit governance. A full description of this assignment is posted on eLC.

*Final Exam:* There will be a final exam in this course. The exam will be open-book and open-notes. The exam will cover material from the book, homework assignments, lectures and classroom discussions and activities.

## **GRADES**

<b>Assignment</b>	<b>Approximate Number of Points</b>	<b>Approximate Percent of Final Grade</b>
Classroom Engagement	120	19%
Mini-assignments	110	17%
In the News Presentation	100	16%
Course Project	200	32%
Final Exam	100	16%
<b>Grand Total</b>	<b>630</b>	

The grading scale for the class is: 93%-100% A, 90%-92% A-, 88%-89% B+, 83%-87% B, 80%-82% B-, etc.

## **ALTERATIONS TO SYLLABUS**

The instructor reserves the right to make alterations to the course syllabus depending on the composition of the class, student preparation, and the quality of the work received. Students will receive adequate notification of any changes made to the syllabus.

## **GENERAL CLASSROOM POLICIES**

### *Punctuality*

Students are expected to arrive to class on time and to stay for the entire class period. As your instructor, I strive to begin each class period exactly on time out of respect for my students and their dedication to their education. I expect the same respect from students toward the instructor and other students. Arriving at class after the class has started will result in an automatic deduction from the participation grade. Students who leave class early will also receive reduced participation grades.

### *Student Behavior in Class*

In order to create a conducive learning atmosphere for all students, it is important that students actively participate in positive ways and avoid distracting and disturbing behaviors. Students are expected to turn off cell phones, pagers, ipods, and any other noisemakers before class begins. Text messaging is not allowed during class. Listening to music is not allowed during class. Reading newspapers, magazines or other non-class materials during class are not allowed. The instructor reserves the right to arrange the seating in class to create a better learning atmosphere.

Laptops are only allowed for approved in-class activities. If a student uses a laptop inappropriately during class (i.e., checking email, posting on facebook, etc.), then that student may lose the privilege of having a laptop in class and will have his or her participation grade significantly reduced.

Students are expected to treat guest speakers with the utmost respect. This includes attending class on the day of the speaker's presentation, arriving on time, staying through the whole class period and asking thoughtful questions.

### *Civility*

Disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

### *Assignments*

Late assignments are generally not accepted. In the event that the instructor chooses to accept a late assignment, the grade on that assignment will be reduced. All assignments must be turned in at the beginning of class. No work may be submitted by email unless otherwise instructed.

### *Incompletes*

An incomplete will only be given if coursework completed in the course is of passing quality and some hardship prevents the student from completing the rest of the work on time. I interpret hardship to mean some serious illness or family emergency, and not just class overload at the end of the semester. You must provide me with documentation of your hardship. If it becomes absolutely necessary for you to receive an incomplete in this class, then you and I will together design a contract for completing the course in a timely manner.

In the case of personal or family hardship that will significantly affect your performance in the class, please come speak to me immediately. The longer you wait to talk to me, the less help I will be able to give you.

### *Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Disability Resource Center (<http://drc.uga.edu/>) coordinates services for students with disabilities and provides other services. If you have a disability for which you may request accommodation in UGA classes and have not contacted the Disability Resource Center, please do so as soon as possible.

### *Course Materials/Copyright and Plagiarism Statements; Academic Dishonesty*

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. The instructor reserves the right to use any digital plagiarism detection program (such as Turnitin.com) for papers in this course at her discretion. You will be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

Also, course materials prepared by the professor, together with the content of all lectures and presented by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

A helpful site to assist you in avoiding plagiarism and to understand UGA's policies pertaining to academic honesty is found at:  
<http://ovpi.uga.edu/academic-honesty>.

### **Additional Resources to Help You Succeed:**

*Library Assistance:* The UGA Libraries offers a great collection, much of it available online and reference assistance in person, via phone, via email, and via IM. The instructor reserves the right to require some or all students to meet with a librarian regarding class research projects should that be deemed necessary.

*Writing Center:* The UGA Writing Center offers a variety of services to assist you in improving your writing. Resources are noted on their web site (<http://writingcenter.english.uga.edu/>). In addition, they offer consultation sessions both in person and online. Please allow two days for a response to your inquiry. The instructor reserves the right to require some or all students to meet with writing center tutors should that be deemed necessary based on the quality of work turned in.

## CLASS SCHEDULE AND DUE DATES

DATE	TOPICS	READING AND ASSIGNMENTS
Th Jan 10 <sup>th</sup>	Introduction to Marketing	
Th Jan 17 <sup>th</sup>	The Art of Storytelling	A&K Chapter 1 Bonchek 2016 Network for Good 2014 <b>Mini-Assignment #1 due</b>
Th Jan 24 <sup>th</sup>	Planning for Marketing	A&K Chapters 2 and 3 L&D Case 8.4 <b>Mini-Assignment #2 due</b>
Th Jan 31 <sup>st</sup>	<b>Project Work Week</b>	<b>Project Storyboard Due</b>
Th Feb 7 <sup>th</sup>	Understanding the Target Audience	A&K Chapters 4 and 5 Byrraju Foundation Case Study <b>Mini-Assignment #3 due</b>
Th Feb 14 <sup>th</sup>	Segmenting and Branding	A&K Chapters 6 and 7 The Broach Theatre Case Study <b>Mini-Assignment #4 due</b>
Th Feb 21 <sup>st</sup>	The Value Proposition	A&K Chapters 8 and 9 Marketing New York City Case Study <b>Mini-Assignment #5 due</b>
Th Feb 28 <sup>th</sup>	<b>Project Work Week</b>	<b>Project Draft #1 due</b>
Th Mar 7 <sup>th</sup>	Marketing Mix	A&K Chapters 10 and 11 Review Broach Theatre Case Study <b>Mini-Assignment #6 due</b>
Th Mar 14 <sup>th</sup>	<b>No Class—Spring Break</b>	
Th Mar 21 <sup>st</sup>	Communication Strategies	A&K Chapters 12 and 13 Smith and Kraemer Chapter 9 <b>Mini-Assignment #7 due</b>
Th Mar 28 <sup>th</sup>	Social Media	A&K Chapter 14 La Protectora Case Study <b>Mini-Assignment #8 due</b>
Th Apr 4 <sup>th</sup>	<b>Project Work Week</b>	<b>Project Draft #2 Due</b>
Th Apr 11 <sup>th</sup>	Marketing for Financial Resources	A&K Chapter 15 L&D Case 8.2 <b>Mini-Assignment #9 due</b>
Th Apr 18 <sup>th</sup>	Relationship Marketing	A&K Chapters 16 and 17 Review Marketing New York City Case <b>Mini-Assignment #10 due</b>
Th Apr 25 <sup>th</sup>	Controlling Marketing Strategies	A&K Chapters 18 and 19 L&D Case 8.3 <b>Mini-Assignment #11 due</b> <b>Final Project Due</b>
Th May 9 <sup>th</sup>		<b>Final Exam due</b>