

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

## **Course Syllabus SPRING 2022**

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### **BASIC INFORMATION**

#### **Class Information**

PADP 8220  
Section 45085  
7:10pm-9:55pm Monday  
Baldwin 301

#### **Instructor Information**

Rebecca Nesbit, Ph.D.  
Office: Baldwin 280D  
Phone: 706-583-5570  
Email: [nesbit7@uga.edu](mailto:nesbit7@uga.edu)  
Office hours:  
On zoom 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 seven 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/901094>

The system will instruct you to create an account. The total cost is \$29.75.

The case studies are: (1) The Broach Theatre, (2) The Wellness Institute, (3) Byrraju Foundation SWEET Water Project, (4) La Protectora: Engaging in Social Media for a Social Cause, (5) The Toronto Ulitimate Club, (6) Can Facebook Save Our Furry Friends?, and (7) Denver Museum of Nature and Science.

## **INSTRUCTION METHOD**

This course is a fully in person class. There is no remote attendance option. Students who need to miss class for an approved reason (e.g. positive covid test) may make up some of the engagement points for the missed class by completing any in-class activities for that class period. Students in need of this accommodation need to contact me by noon on the day of class to notify me of their impending absence. If multiple people miss the same class period, they will be expected to complete the activities together as a group (through zoom). Students are responsible for reaching out to the instructor to inquire about potential make-up work.

Should the instructor need to quarantine for a covid-related reason, class will be taught fully online. Students will receive adequate advance notification of any changes to the course format through email.

## **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-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.

*Course Project:* Students will participate in a course project. This project is a group project. 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	110	22%
Mini-assignments	100	19%
Course Project	200	40%
Final Exam	100	19%
<b>Grand Total</b>	<b>510</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**

### **Coronavirus-Related Policies**

#### *Face Coverings*

Following guidance from the University System of Georgia, face coverings are recommended for all individuals, whether vaccinated or not, while inside campus facilities. Please choose to wear a mask while in class so that everyone feels safe and comfortable.

#### *Obtaining the COVID-19 Vaccine*

University Health Center is scheduling appointments for students through the UHC Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>. The Georgia Department of Health, pharmacy chains and local providers also offer the

COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>. In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

### *Self-Isolation*

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

### *Positive COVID-19 Test*

If you test positive for COVID-19 at any time, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receive a positive COVID-19 test: Everyone, **regardless of vaccination status**, should: (1) Stay home for 5 days, (2) If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class, (3) Continue to wear a mask around others for 5 additional days.

### *Guidelines for COVID-19 Quarantine Period*

(As of 01/01/2022; follow DawgCheck or see DPH website for most up-to-date recommendations)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked\*\*) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)

- You do not need to quarantine at home and may come to class.
- You should wear a mask around others for 10 days.
- If possible, get tested on day 5.
- If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:

- You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
- If possible, get tested on day 5.
- If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

\*\* “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck](https://dawgcheck.uga.edu/) (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.

## **Other Course 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 and other devices are only allowed for approved in-class activities.*** If a student uses a device 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

WK	DATE	TOPICS	READING AND ASSIGNMENTS
1	M Jan 10 <sup>th</sup>	Introduction to Marketing	
	M Jan 17 <sup>th</sup>	<b>No Class—MLK Holiday</b>	
2	M Jan 24 <sup>th</sup>	The Art of Storytelling	A&K Chapter 1 (only pages 21-28) A&K Chapter 2 Bonchek 2016 Network for Good 2014 <b>Mini-Assignment #1 due</b>
3	M Jan 31 <sup>st</sup>	Planning for Marketing	A&K Chapter 3 L&D Case 8.4 <b>Mini-Assignment #2 due</b>
4	M Feb 7 <sup>th</sup>	Understanding the Target Audience	A&K Chapters 4 Byrraju Foundation Case Study <b>Mini-Assignment #3 due</b>
	M Feb 14 <sup>th</sup>	<b>Project Work Week</b>	<b>Course Project Segment #1 due</b>
5	M Feb 21 <sup>st</sup>	Segmentation, Targeting, and Positioning	A&K Chapter 6 The Broach Theatre Case Study <b>Mini-Assignment #4 due</b>
6	M Feb 28 <sup>th</sup>	Branding	A&K Chapter 7 The Wellness Institute Case Study <b>Mini-Assignment #5 due</b>
	M Mar 7 <sup>th</sup>	<b>No Class—Spring Break</b>	
	M Mar 14 <sup>th</sup>	<b>Project Work Week</b>	<b>Course Project Segment #2 due</b>
7	M Mar 21 <sup>st</sup>	The Value Proposition	A&K Chapters 8 La Protectora Case Study <b>Mini-Assignment #6 due</b>
8	M Mar 28 <sup>th</sup>	Managing Perceived Costs	A&K Chapter 10 Toronto Ultimate Club Case <b>Mini-Assignment #7 due</b>
	M Apr 4 <sup>th</sup>	<b>Project Work Week</b>	<b>Course Project Segment #3 due</b>
9	M Apr 11 <sup>th</sup>	Communication Strategies	A&K Chapter 12 Smith and Kraemer Chapter 9 <b>Mini-Assignment #8 due</b>
10	M Apr 18 <sup>th</sup>	Managing Communications	A&K Chapter 13 L&D Case 8.2 <b>Mini-Assignment #9 due</b>
	M Apr 25 <sup>th</sup>	<b>Project Work Week</b>	<b>Final Course Project due</b>
11	M May 2 <sup>nd</sup>	Public Media and Public Advocacy	A&K Chapter 14 Guo and Saxton 2018 Can Facebook Save Our Furry Friends Case <b>Mini-Assignment #10 due</b>
	M May 9 <sup>th</sup>		<b>Final Exam due</b>