# JOUR 333: Public Relations for Nonprofit Organizations

**Winter 2018**

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Virtual Office Hours

Monday – Thursday

10 – 11:30 a.m.

Semester Credit Hours: 3

Prerequisite: JOUR 291

## ACADEMIC BULLETIN DESCRIPTION

Theory and practice of developing public relations strategies and messaging for nonprofit organizations with a focus on audience research, donor relations, membership recruitment and fundraising.

## FULL COURSE DESCRIPTION

This is an elective course in nonprofit public relations, designed for students interested in entering the nonprofit communications field. It focuses on research; identification of key constituents and other strategic stakeholders; donor relations; membership recruitment, retention and relationship building; development and fundraising; communications strategy and messaging; earned media planning and tactics; and theoretical and ethical aspects of the nonprofit public relations practice.

## LEARNING OUTCOMES

After passing JOUR 333, all students should be able to:

1. Demonstrate an understanding of the principles of public relations, specifically nonprofit constituent communications
2. Articulate the principles and theory of basic communications and apply that understanding to an organization’s strategic communications efforts
3. Identify a variety of key publics and stakeholders and understand how they are similar and different
4. Apply basic research methods and analyze the findings
5. Complete a comprehensive communications audit for a nonprofit organization
6. Integrate strategy into communications programs to target appropriate audiences
7. Identify appropriate channels for message distribution
8. Demonstrate that comprehensive, cohesive messaging and design can advance an organization’s strategic plan and enhance and elevate its image and reputation
9. Demonstrate the ability to use language to enhance audience perception of an organization

All learning outcomes are equivalent to those in the face-to-face version of this class.

## REQUIRED TEXTS AND READINGS

Required: Promoting Nonprofit Organizations: A Reputation Management Approach. Ruth Ellen Kinzey. 2013. ISBN 978-0415899277

Required: Mobile for Good: A How-To Fundraising Guide for Nonprofits. Heather Mansfield. 2014. ISBN 978-0-07-18246-0

Required: Various readings and other research materials as assigned

All texts, readings and other materials comply with copyright and fair use policies.

## COURSE FORMAT AND POLICIES

This course is an asynchronous online course. Students will work at different times from different locations and will not be required to attend any face-to-face (F2F) or synchronous meetings at the same time.

Students must have access to the Internet to view lectures. No special software is required. Students will also submit all assignments and take all tests through Blackboard.

### Technical Skills

## Minimal technical skills are needed in this online course. All work in this course must be completed and submitted online. Therefore, students MUST have consistent and reliable access to a computer and the Internet. Before starting this course, students must feel comfortable doing the following. The minimal technical skills students should have are the ability to:

1. organize and save electronic files
2. use email and attached files
3. check email and Blackboard daily
4. download and upload documents

### Location of Materials

### Because this class is conducted entirely online, the materials for the course, lectures, and discussion boards will all be found on Blackboard. Modules will include some key information covered in the assigned reading material, as well as other important material not addressed elsewhere. Students will participate in two discussions per module, using the discussion board feature on Blackboard.

Participation in our electronic discussion board is expected and will be evaluated. You will be asked to post your reaction to course material, and to comment on others’ posts. I may comment on your posts as well. This type of interaction should be engaging and allow for the type of discussions that might take place if we were meeting in person in the classroom. The Café feature on Blackboard will also be used to answer students’ questions, and links to additional learning materials or relevant content may be posted on Blackboard as well.

## INTERACTIONS

Student-Instructor Interactions: The students will watch the instructor’s lectures online and interact with the instructor through the discussion boards per module. I will also provide feedback on students’ discussion board posts using grading rubrics, which will be posted on Blackboard.

Additionally, there will be virtual office hours in which students may use a chat feature offered via Blackboard. Finally, we will use the Café feature on Blackboard to answer general questions and facilitate interaction among the students and instructor.

I will try to respond to your questions within 24 hours. I usually can respond sooner than that, except on the weekends.

Student-Student Interactions: Students will comment on each other’s discussion board posts. These responses are required assignments and will be graded by the instructor using rubrics to be posted on Blackboard. Additionally, the Café feature on Blackboard will allow students to ask questions that may be answered by other students or by the instructor. For example, if a student has a question about a reading or a particular concept – or even about due dates or assignment details – he or she may post the question in the Café, and other students or the instructor may respond.

Student-Content Interactions: Students will engage with course content by completing the reading assignments from the texts; viewing lectures and taking notes; writing discussion board posts in response to questions about the readings and lectures; completing four written assignments and a project; and studying for and taking two tests throughout the three-week term as well as a final exam.

Class Conduct

Professionalism is expected at all times, but is even more important with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, and because we are in a virtual classroom, we must show respect for one another in all circumstances by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. I expect you to treat each other with courtesy and kindness.

### Netiquette: Etiquette for Communicating Online

1. Treat one another with respect. We all hold different opinions, but we can all respect those opinions and communicate in a professional manner.
2. Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered shouting and is viewed as impolite or aggressive.
3. Keep your questions relevant to the discussion topics.
4. Use proper grammar, spelling, punctuation and capitalization. Text messaging language is not acceptable.
5. Use good taste when communicating. Profanity is neither appropriate nor professional.
6. When sending an email, please include the name of the course in the subject line. Please sign the email with your name.
7. Include a proper salutation; never use “Hey” or my first name.
8. Re-read, think and edit your message before you click Send or Submit.

**Missed or Late Assignments**: Late homework assignments and discussion posts will not be accepted under any circumstances. Please plan accordingly, and complete these assignments in advance of their deadlines to ensure that any unanticipated circumstances do not result in a missed assignment. User error does not qualify a student for any kind of makeup or retake opportunity. Completing and submitting the assignments or test responses by the due date is the sole responsibility of the student. If you fail to submit the assignment or test by the due date, then your score for that assignment will be recorded as 0.

**Attendance**: To be marked “present,” online students will demonstrate thrice-weekly attendance and participation by completing at least one of the following actions as directed by the instructor:

1. Submit an academic assignment
2. Take a quiz or exam
3. Participate in a posted online academic discussion.

Logging into the online class without active participation will not constitute official weekly attendance.

## ASSIGNMENTS

Homework (40% of the final grade)

The homework assignments are based on worksheets, textbooks, lectures and readings.

Discussion board posts (10% of the final grade)

Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions and post comments to two peers each for each discussion board post assignment. Full rubrics are provided in Blackboard.

Project (15% of the final grade)

One hands-on project will be assigned, which is based on multiple book chapters. Students may only complete the hands-on project one time. A complete rubric will be provided in Blackboard.

Tests (20% of the final grade)

There will be two tests based on the material covered up to that point, and consisting of true/false and multiple choice questions. Tests will be automatically evaluated. Test questions and answers are randomly displayed and drawn from test banks. Students will have two opportunities to complete tests to achieve a higher score. The highest score will be recorded.

Final exam (15% of the final grade)

The final exam will consist of true/false, multiple choice and short answer questions. The final exam is comprehensive. Exam questions and answers are randomly displayed and drawn from test banks. Students have one opportunity to take the final exam.

## ACADEMIC SUCCESS

I will be contacting you by the email address you have in Blackboard. If you primarily use another email account, you should make sure that the Blackboard account is linked to that address. It is your responsibility to ensure that your email accounts work properly to receive mail.

If you are having trouble with this course or its material, you should contact me by email to discuss the issues.

As a student in this course you also can get help from:

[The Student Success Center (http://www.sa.sc.edu/ssc/)](http://www.sa.sc.edu/ssc/)

[The Academic Centers for Success (http://www.housing.sc.edu/ace/)](http://www.housing.sc.edu/ace/)

As a student in this course, you also have access to support from University Technology Services for Blackboard and computer issues.

[Blackboard Support (http://uts.sc.edu/academic/blackboard/support.shtml)](http://uts.sc.edu/academic/blackboard/support.shtml)

[Technical Support from University Technology Services (http://uts.sc.edu/support/helpdesk.shtml)](http://uts.sc.edu/support/helpdesk.shtml) or call 803-777-1800

## ACADEMIC INTEGRITY POLICY

I expect you to follow the University of South Carolina Student Affairs Policy on academic responsibility in completing assignments for this course. The Rules of Academic Responsibility are in the Student Handbook and Policy Guide. Students who violate academic policy will be subject to discipline. The University of South Carolina’s academic honesty policy allows no tolerance for cheating on tests, quizzes and homework, falsification of information or citations, facilitating or assisting someone else’s academic dishonesty, or plagiarism. In addition, the use of your own work that you completed for another class is not acceptable and is considered plagiarism. For more detail, see the links below:

[Carolina Community (http://www.sa.sc.edu/carolinacommunity/)](http://www.sa.sc.edu/carolinacommunity/)

[Carolina Creed (http://www.sa.sc.edu/creed)](http://www.sa.sc.edu/creed)

[Academic Responsibility (http://www.sc.edu/policies/staf625.pdf)](http://www.sc.edu/policies/staf625.pdf)

[Honor Code Violations (http://www.housing.sc.edu/academicintegrity/violations.html)](http://www.housing.sc.edu/academicintegrity/violations.html)

[Guidelines for Responsible Computing (http://www.uts.sc.edu/network/guidelines.shtml)](http://www.uts.sc.edu/network/guidelines.shtml)

## PROVISIONS AND RESOURCES FOR STUDENTS WITH DISABILITIES

Students with disabilities should contact and register with the Student Disability Resource Center. To receive accommodations, students must be registered with the office.

1523 Greene Street

LeConte Room 112A

Columbia, SC 29208

Phone: 803.777.6142 Fax: 803.777.6741

Email: sadrc@mailbox.sc.edu

[Student Disability Resource Center](http://sc.edu/about/offices_and_divisions/student_disability_resource_center/) http://sc.edu/about/offices\_and\_divisions/student\_disability\_resource\_center/

These services provide assistance with accessibility and other issues to help those with disabilities be more successful. Additionally, students with disabilities should review the information on the Student Disability Resource Center website and communicate with the instructor during the first module of class.

Other academic support resources may help students be more successful in the course as well.

Library Services <http://www.sc.edu/study/libraries_and_collections>

Writing Center https://www.sc.edu/about/offices\_and\_divisions/student\_success\_center/tutoring/writing\_lab.php

Student Technology Resources <http://www.sc.edu/technology/techstudents.html>

All documents including syllabus and description of assignments are provided in both accessible Word and PDF formats. Documents have proper headings, alternative text, and properly labeled links where necessary. PowerPoint slides are made accessible by providing alternative text where necessary, ordering textboxes and other recommended ways of making PowerPoints accessible.

## EVALUATION CRITERIA

This is a class in the School of Journalism and Mass Communications, and as such, your communications efforts must be excellent. Please note that you will lose points for incorrect grammar, spelling and punctuation, in addition to content. You are training to become communications professionals, and your work must exhibit precision, accuracy and clarity at all times. You can find many resources for help with grammar issues. The Student Success Center offers a writing lab, and I suggest you use it if necessary.

All grades will be posted on Blackboard.

## Grading Scale

|  |  |  |
| --- | --- | --- |
| Letter  Grade | Percent Range | Standards |
| A | 90% to 100% | Excellent undergraduate work |
| B+ | 85% to 89% | Significantly exceeds standards for undergraduate work |
| B | 80% to 84% | Exceeds standards for undergraduate work |
| C+ | 75% to 79% | Slightly above average undergraduate work |
| C | 70% to 74% | Average undergraduate work |
| D+ | 65% to 69% | Unsatisfactory undergraduate work |
| D | 61% to 64% | Significantly unsatisfactory undergraduate work |
| F | 60% or below | Fails to meet undergraduate work standards |

## Methods of Evaluation and Grading

You will be graded on the following:

|  |  |
| --- | --- |
| Homework assignments | 40% |
| Online discussion board posts | 10% |
| Project | 15% |
| Tests | 20% |
| Final exam | 15% |

## COURSE SCHEDULE

Most listed readings are from your primary textbooks, but I have prepared and posted in Blackboard other required readings. Be sure to check Blackboard frequently. All due dates are specified in the course schedule and individual assignments.

| **Module** | **Assignments to read**  **or view** | **Assignments to be**  **completed** | **Due date** | **Learning**  **minutes** |
| --- | --- | --- | --- | --- |
| Module 1 | Review and read syllabus and course documents |  |  | 120 |
|  | Read course introduction and view welcome video |  |  | 120 |
|  |  | Discussion board post: Student introductions | Tuesday, Jan. 2 | 90 |
|  |  | Syllabus and document quiz | Tuesday, Jan. 2 | 90 |
|  | Review Questions About the Course |  |  | 90 |
|  |  | Discussion board post: Questions About the Course | Wednesday, Jan. 3 | 90 |
|  | View PowerPoint Lecture: Organization analysis |  |  | 90 |
|  | Read Kinzey chapter 1  Mansfield chapter 1 |  |  | 120 |
|  |  | Definitions assignment | Wednesday, Jan. 3 | 90 |
|  |  | Organization review assignment | Thursday, Jan. 4 | 90 |
|  | Read  Kinzey chapters 2 and 3  Mansfield chapters 2 and 3 |  |  | 180 |
|  |  |  |  | 1170 |
| Module 2 | View PowerPoint Lecture: SWOT analysis |  |  | 90 |
|  |  | SWOT assignment | Thursday, Jan. 4 | 90 |
|  | View PowerPoint Lecture 4: Environmental scan |  |  | 90 |
|  |  | Environmental scan assignment | Friday, Jan. 5 | 90 |
|  | View PowerPoint lecture: Social Media, part 1 |  |  | 90 |
|  |  | Social media part 1 assignment | Friday, Jan. 5 | 90 |
|  | Read another organization’s website |  |  | 120 |
|  |  | Discussion board post: Website review and reflection | Monday, Jan. 8 | 90 |
|  | Review final project assignment sheet and rubric, and begin work |  |  | 180 |
|  |  |  |  | 930 |
| Module 3 | Read  Kinzey chapter 6  Mansfield Part 3 |  |  | 180 |
|  | Complete Development and Fundraising Readings |  |  | 120 |
|  | Complete Demographics and Psychographics readings |  |  | 120 |
|  | View PowerPoint lecture: Audience Analysis |  |  | 90 |
|  |  | Audience analysis assignment | Monday, Jan. 8 | 90 |
|  |  | Discussion board post: Development careers | Tuesday, Jan. 9 | 90 |
|  | View one guest speaker video |  |  | 120 |
|  |  | Discussion board post: Speaker review and reflection | Tuesday, Jan. 9 | 90 |
|  | Review final project assignment sheet and rubric, and continue work |  |  | 180 |
|  | Study for test |  |  | 180 |
|  |  | Test | Wednesday, Jan. 10 | 120 |
|  |  |  |  | 1380 |
| Module 4 | View PowerPoint lecture: Social media, part 2 |  |  | 90 |
|  |  | Social media part 2 assignment | Wednesday, Jan. 10 | 90 |
|  | View PowerPoint lecture: CSR |  |  | 90 |
|  | Complete Corporate Social Responsibilty readings |  |  | 90 |
|  |  | CSR assignment | Thursday, Jan. 11 | 90 |
|  |  | Discussion board post: CSR and social media | Thursday, Jan.11 | 90 |
|  | Read another organization’s website |  |  | 120 |
|  |  | Discussion board post: Website review and reflection | Friday, Jan. 12 | 90 |
|  | Review final project assignment sheet and rubric, and continue work |  |  | 240 |
| Module 5 | View PowerPoint lecture: Crisis communications |  |  | 90 |
|  |  | Crisis communications assignment | Friday, Jan. 12 | 90 |
|  |  | Final project: first draft | Saturday, Jan. 13 | 120 |
|  | View PowerPoint lecture: Communications audit |  |  | 90 |
|  |  | Communications audit assignment | Monday, Jan. 15 | 90 |
|  | Study for test |  |  | 120 |
|  |  | Test | Monday, Jan. 15 | 120 |
|  |  |  |  | 1650 |
| Module 6 | Complete Advocacy readings |  |  | 120 |
|  |  | Advocacy assignment | Tuesday, Jan. 16 | 90 |
|  |  | Discussion board post: Three things | Wednesday, Jan. 17 | 90 |
|  | View one guest speaker video |  |  | 120 |
|  |  | Discussion board post: Speaker review and reflection | Wednesday, Jan. 17 | 90 |
|  | Study for final exam |  |  | 180 |
|  |  | Final project | Friday, Jan. 19 | 240 |
|  |  | Final exam | Saturday, Jan. 20 | 180 |
|  |  |  |  | 1050 |
|  |  |  |  | 6300 |