MKTG 499 Bachelors Essay Project Proposal

Title: Content Marketing Strategies for Nonprofits

Student: Asher Sirvey <sircyah@g.cofc.edu>
Instructor: Lanzie Affonso <afonsol@cofc.edu>

Description
This year-long research and writing project will explore the effects and/or impact of content-based inbound marketing on non-profit organizations. This type of marketing will be researched and described in the essay in order to shed light on the effectiveness of these practices. Content marketing will then be discussed in the specific context of non-profit organizations. Its relevance will be analyzed in light of both traditional mediums and more modern marketing tools: social media, online advertising, etc.

Students are expected to engage with a variety of texts and primary resources. Careful analysis of available data is required in order to substantiate claims.

Preliminary Sources for Bachelor’s Essay

Academic Sources
• Kivi Leroux Miller – Content Marketing for Nonprofits: a Communications Map for Engaging Your Community, Becoming a Favorite Cause, and Raising More Money
• Kivi Leroux Miller – 2013 Nonprofit Communications Trends Report
• Blackbaud – 2012 State of the Nonprofit Industry, Survey Summary Report
• Blackbaud – Donor Perspectives: An Investigation into What Drives your Donors to Give
• Charity Dynamics – Non-Profit Donor Engagement and Benchmark Study
• Steve Daigneault – Connecting Online Advocacy and Fundraising
• Jennifer Charney – What Would Your Supporters Say About Your Publications?
• Barry J. McLeish – Successful Marketing Strategies for Nonprofit Organizations
• Sarah Durham – Brandraising: How Nonprofits Raise Visibility and Money Through Smart Communications
• Heather Mansfield – Social Media for Social Good: A How-to Guide for Nonprofits

Personal Sources
• Dr. P. Brian Fisher – Director of Office of Sustainability
• Nikki Scioscia – Media Manager and Lead Designer for Office of Sustainability
• Adrian Barry – Staff Member for Office of Sustainability
• Chris Tobin – Executive Vice President, Institutional Advancement and Executive Director for College of Charleston Foundation and Boundless Program
• John Stabinger – Assistant Director of Digital Communications for Boundless Program
• Lauren Hurlock – Assistant Director for Marketing and Communications
• Laurie Dufour Soenen – Director for Annual Giving Programs for CofC
• Mike Robertson – Senior Director, Media Relations for College Today
• Erin Perkins – Director of Social Media for College Today
• Kristen Williams – Director of Development for Charleston Habitat for Humanity
MKTG 499 Bachelor’s Essay (6)

Fall and Spring Semesters

**Instructor:** Instructors are assigned per the topic within their field of expertise as listed on the contract between professor and student.

**Office Hours:** by Appointment

**Prerequisite:** Senior standing

**Course Description:**

A year-long research and writing project completed during the senior year under the close supervision of a tutor from the school. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the school prior to registration for the course.
Learning Goals:

The learning goals are:

- **COMMUNICATION SKILLS**: Students will demonstrate the ability, via both written (survey design & report writing) and spoken word (data collection & presentation of the results), to effectively present, critique, and defend ideas in a cogent, persuasive manner.

- **QUANTITATIVE FLUENCY**: Students will demonstrate competency in logical reasoning and data analysis skills as a result of completing the analysis of the three research studies.

- **GLOBAL AND CIVIC RESPONSIBILITY**: Students will be able to identify and define social, environmental and economic challenges at the local levels as a result of completing these studies. Students will also be able to integrate knowledge and skills in addressing these issues.

- **SYNTHESIS**: Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks as a result of completing these projects.

Professor’s Policies

- Please come see the professor if you need help with the course materials.
  - If the office door is open, please feel free to knock and enter (unless someone else besides me is already in the office).
  - If you want a specific time to meet outside of office hours, please make an appointment via Email.

- Please use your school Email account for all electronic correspondence with the professor & industry clients.
  - When Emailing please put the course number in the subject line and remember to check your grammar and spelling.
  - The professor tries to respond to all correspondence within 24 hours however; sometimes circumstances do arise when that is not possible. If you have not received a reply in 24 hours, please resend the Email with a reminder.

- All assignments are due at the beginning of class in which they are due.
  - All assignments collected after that time is considered late and a 25% per day penalty will be assessed unless prior arrangements between the student and the professor were made.
  - All assignments must be handed directly to the professor. DO NOT slide assignments under the professor’s office door!
College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Disability Statement

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.
Grading

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Grading

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Schedule:

**Semester I**

- Week 1: Introduction to research
- Week 2: Defining the research question
- Weeks 3-8: Literature review
- Week 9: Annotated bibliography due.
- Week 10: Research ethics
- Weeks 11-14: Methods
- Week 15: Data collection preparation

**Semester II**

- Weeks 16-20: Data collection
- Weeks 21-22: Data cleaning
- Weeks 23-25: Data analysis
- Week 26: Paper Outline Due
- Weeks 27-32: Final Draft