

COMM 528: Communication in the Nonprofit Sector

Spring 2017

ONLINE

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And by appointment

Course Description

This graduate seminar is designed to provide students with an overview of organizational communication issues and the ways in which they are uniquely situated in and applied to nonprofit organizations and philanthropy. Readings and discussions will explore communication processes at individual and organizational levels, as well as the blurred boundaries between internal and external communication. Unit I is organized around various nonprofit stakeholders and representative issues that are salient to each group. Unit II examines larger organizational issues and trends in the philanthropic sector. You will find that not all readings are written from a communicative perspective. However, throughout the course, we will foreground communication, question the role of discourse, and explore the theoretical and pragmatic implications a communicative lens brings to bear on nonprofit and philanthropic issues.

Course Objectives

- To introduce you to a range of topics related to the study and practice of organizational communication in nonprofit organizations and the philanthropic sector.
- To broaden your thinking of organizational communication research and its application to nuanced contexts.
- To facilitate your understanding of and ability to analyze nonprofit communication processes that are both similar and different to those in other kinds of organizations.
- To enhance your research, analysis, writing, and presentation skills.

Course Materials

Required Weekly article readings posted on Blackboard.

Mize Smith, J., & Kramer, M. W. (Eds.). (2015). *Case studies of nonprofit organizations and volunteers*. New York, NY: Peter Lang Publishing.

Optional If you find you need some background reading on the structure, functions, processes, and issues of nonprofit organizations and/or the philanthropic sector, the following books will provide a good foundation and may be placed on reserve in the library upon request.

Herman, R.D., & Associates. (1994). *The Jossey-Bass handbook of nonprofit leadership and management*. San Francisco, CA: Jossey-Bass.

Salamon, L.M. (Ed.) (2002). *The state of nonprofit America*. Washington, DC: Brookings Institution Press.

Smith, Bucklin, & Associates. (2000). *The complete guide to nonprofit management* (2nd ed.). New York, NY: John Wiley & Sons.

Required Skills for Online Course

- Ability to navigate Blackboard, including reading and posting messages to the discussion boards.
- Ability to navigate Tegrity Campus to access audio lectures and PowerPoint slides.
- Ability to navigate the Web (use a browser) and handle multiple open windows
- Ability to browse Web pages
- Ability to open and navigate PDF files using Adobe Acrobat
- Knowledge of how to create, send, open, close, and save files and attachments with Microsoft Word and Microsoft PowerPoint
- Basic word processing skills

Technical Assistance

If you are experiencing technical difficulties with Blackboard, call WKU's IT Help Desk (270-745 -7000) IMMEDIATELY. You may also visit the online [IT Help Desk](#). If the issue is not resolved and may affect your ability to complete an assignment, email me immediately to explain your situation. For help on how to navigate Mediasite and open, download, or print video files, visit the [TS Online Website](#).

Teaching Philosophy

I believe that a teacher's responsibility is not to prepare the path for the child, but to prepare the child for the path. Today's students will embark on numerous life and career paths, none of which can be mapped or predicted in a world where perhaps the only constant is change. Success that was once ensured by the mastery of a set body of knowledge now rests upon one's ability to continuously learn and relearn the skills required for increasingly diverse, changing, and challenging environments. As such, my goal as a teacher is not merely to impart content knowledge, but to construct an engaging learning environment in which students can enhance their critical thinking, problem solving, collaboration, and presentational skills.

Policies and Expectations

Online Participation

Every online course requires a high level of maturity and self-motivation to stay on schedule and to work independently to complete assigned tasks. Your active participation is absolutely necessary to successfully accomplish the goals in this course. Please take care to allot the appropriate amount of time in your schedule. In other words, this is still a 3-hour graduate course and should be treated as such. I would suggest setting aside an hour 2-3 times per week to check Blackboard, post to discussion boards, and review course materials. Build that time into your weekly schedule just as if you were attending a face-to-face class.

Written Assignment Guidelines

You are expected to have developed the writing skills that are appropriate to graduate level study. At a minimum, this includes grammatically correct sentences, well-developed paragraphs, and organized, coherent patterns of thought. Papers must be typewritten in a standard Microsoft Word format with 12 point font, double-spacing, and 1" margins. All written work must adhere to the APA (6th edition) Publication Manual. For help with APA style, see online sources such as COMM 528 Communication in Nonprofit Sector ONLINE Spring 2017

as <http://owl.english.purdue.edu>. Errors in APA, as well as spelling and grammar, will result in point deductions. Papers must also be within the page length indicated. See APA manual for guidelines on organization and the use of various levels of headings.

All assignments must be submitted through Blackboard using the Assignments page and Safe Assign when instructed. *Do not send your assignments to my email address.* For assistance with how to turn in an assignment in Blackboard, view the tutorial at http://www.wku.edu/infotech/atech/videotutorials/assignment_student.htm. Directions for how to name each assignment when saving and submitting will be provided with assignment instructions.

Assignment Deadlines

Deadlines are imposed to allow a reasonable amount of time to complete assignments and to give and receive feedback in a timely manner. Unless otherwise noted, all assignments must be submitted by the due date provided, and all times are Central Standard Time. Late work MAY be accepted at my discretion but only when arrangements are made in advance. IF accepted, late papers will be penalized one letter grade per weekday the assignment is late. Late work WILL NOT be accepted more than 3 days after the original due date.

Class Environment

Our class may be virtual, but it is still important for us to create an open and respectful learning environment. In the absence of nonverbal cues, virtual communication may be easily misinterpreted. Therefore, it is important that we follow certain ground rules when interacting within the context of this course. These rules of civility include but are not limited to:

1. Displaying respect for all members of the classroom community, both your instructor and fellow students.
2. Being open to understanding different perspectives and experiences.
3. Avoiding racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.
4. Reading and re-reading your comments and questions before posting to avoid hasty, ill-conceived responses.

Teacher Communication

The best way to contact me is via email (rather than phone). Be sure to include the two dots in my email address – jennifer.mize.smith@wku.edu. I will make every effort to respond to your email in a timely (not necessarily immediate) manner. However, email may not be checked after 5 pm each day, so plan accordingly.

Academic Integrity

Western Kentucky University maintains a “zero tolerance” policy on plagiarism and other forms of academic dishonesty. As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University Statement on Student Rights and Responsibilities (WKU Catalog, 260) in all coursework. Violations of this code of conduct include but are not limited to cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), and plagiarism.

Plagiarism consists of presenting work that is not your own without proper acknowledgment of its origin--including quoting or paraphrasing material (orally or written) and not crediting the original author through a citation, copying from a book, pasting text from web pages, or using an Internet source to obtain a full paper or part of a paper.

In short, **YOU ARE RESPONSIBLE** for telling your audience or reader whether you are:

1. directly quoting from a source
2. paraphrasing closely from a source, which means using significant portions of another source's sentences or language
3. using the ideas advanced by a different source

In addition to plagiarism, other forms of academic dishonesty include falsified medical excuses, presenting another student's work as your own, using the same work for assignments in different classes, or sharing exam information.

Student work will be checked using Safe Assign, the plagiarism detection software available on Blackboard.

Sanctions include but are not limited to assigning a failing grade for the course without possibility of withdrawal, as well as presenting the case to the Office of the Dean of Student Life for disciplinary sanctions (WKU Catalog, 27).

Student Disability Services

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Student Assistance/Support Services

- The **WKU Writing Center** has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Glasgow Writing Center is located in room 231 on the Glasgow campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. However, they will not revise or edit the paper *for you*. See instructions on the website (www.wku.edu/writingcenter) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment. More information about the Glasgow Writing Center hours can be found at the website: <http://www.wku.edu/glasgow/writingcenter.php>
- The **Learning Center** provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side

rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment. For more information, or to schedule a tutoring appointment, call TLC at (270) 745-6254. www.wku.edu/tlc

- **Purdue Online Writing Lab** – Online assistance with APA formatting and other writing/grammar. Located online at <http://owl.english.purdue.edu>
- WKU is committed to supporting faculty, staff and students by upholding WKU's **Title IX Sexual Misconduct/Assault Policy** (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Course Assignments/Requirements

Discussion Leader

100 pts.

Although our classroom is virtual, our goal is to create a collaborative learning environment where students can be fully engaged in the teaching and learning process. Therefore, you are expected to participate fully in the course each week.

Each week, a pair of students will assume the role of discussion leaders. (See syllabus for your assigned week.) First, discussion leaders will create and post a PowerPoint presentation to summarize the articles. Be sure to include the purpose of the research, any relevant literature, research methods, findings/results, and theoretical and/or pragmatic contributions of the research.

Second, they will facilitate the week's discussion by providing the class with discussion questions. More specifically, discussion leaders should generate discussion by doing the following:

- Post open-ended, thought provoking questions. Consider asking your classmates to apply a particular concept to a real NPO, take issue with a specific claim, illustrate a point with their own examples, or compare/contrast the two articles.
- Post mid-week responses and/or follow-up questions to classmates' comments.
- Monitor the discussion and take responsibility for continuing the dialogue. (Part of your grade is your ability to generate and maintain a productive discussion.)
- Post relevant, clear, articulate, and grammatically correct messages that are thoughtful and course-based.
- Post final comments back to the board at the end of the week to wrap up the discussion.

NOTE: Discussion boards will close at 11:00 PM (CST) on the date noted on the course schedule.

Class Participation/Discussion Boards 300 pts.

When you are *not* assigned as a Discussion Leader, you are expected to participate fully in the discussion board posed by your classmates. This includes reading assigned materials and being prepared to summarize, discuss, question, debate and critique those readings as requested.

You should post thoughtful, substantive comments and questions that analyze course readings and integrate your own nonprofit-related experiences. The quantity and quality of your participation in the discussion area will be graded along the following categories: timeliness, quality of initial post, quality of follow-up posts, clarity, and ethical group participation.

Substantive participation in discussion boards includes:

- Posting a *minimum of three times per week*, including at least one original post responding directly to the questions posed while integrating course material.
- Responding to the discourse of your classmates. A response may offer a comment or question in agreement with or challenge to the point of view expressed. Responses should be supported by a reference to the readings and/or course material.
- Contributing to the discussion based upon course content, theory, research, and personal experiences, *not* simply personal opinions.

Participation will be evaluated using letter grades that translate into the following points: A= 25 pts, B= 21 pts, C= 18 pts, D or F= 0 pts. Please note that less than three posts in a week does *not* meet the minimum requirement and will automatically result in zero points.

Case Study Papers 150 pts.

Students will have the opportunity to analyze real-life nonprofit situations using case studies based on empirical research in nonprofit contexts. Questions will be provided, some from the case study book, along with other additional ones. Responses should be 1-2 pages in length and should demonstrate your thoughtful application of course readings and communication theory/concepts.

Engaging the Nonprofit Sector

150 pts.

Throughout the course, students are encouraged to make an effort to learn about various nonprofit organizations and related nonprofit issues. For the following assignments, organizations must be community nonprofits (NOT campus organizations), and you may NOT utilize a NPO where you are or were a paid employee.

1. Write and post a 1-2 page summary paper educating the class about a nonprofit organization of your choice. Be sure to address the NPOs purpose/mission and its programs, including staff size/structure, Board composition, typical volunteer, potential donors, and service recipients.

***To avoid duplication with classmates, please post to the respective Discussion Board the NPO you intend to summarize.**

2. Volunteer for a nonprofit organization for 2-5 hours and write a 2-3 page reflection paper about your experience. Be sure to address the tasks with which you assisted, how you contributed directly or indirectly to the NPOs purpose/mission, and the communication patterns you observed (could be between volunteers, staff and volunteers, volunteers and service recipients, etc.). What specific communication challenges (either internal or external) might this NPO encounter and why? What recommendations would you make to help improve their communication?

***You may choose the same NPO that you summarized, but it is not required.**

***To avoid duplication with classmates, please post to the respective Discussion Board the NPO for which you will volunteer.**

Final Project

250 pts.

You may choose from the following options for your final project:

OPTION 1: Academic Research Paper

Each student OR pair of students will prepare a traditional academic, conference-style paper of 15-20 pages in length adhering to APA guidelines. (Note: If you choose to work with a partner, both students will receive the same grade.) You should adopt a communicative perspective of a nonprofit or philanthropy-related issue. You are required to get the topic approved in advance (see course schedule for exact date).

The paper should apply communication theory/concepts to explore, explain, and/or critique a practice found in the nonprofit/philanthropic sector. The paper should also include a literature review and incorporate some of the course readings. Some examples of paper topics include conducting a textual analysis of some form of nonprofit organization communication; comparing or contrasting the ways in which a communication theory applies to for-profit vs. nonprofit organizations; or writing a rhetorical critique of a specific nonprofit organization's communicative messages/actions. You might also conduct a case study of a nonprofit organizational problem/challenge/communication patterns. NOTE: If you want to collect original data for your research (i.e., surveys, focus groups, or interviews), *please notify me as soon as possible to begin the IRB process.*

OPTION 2: Multi-media Nonprofit Video

Each student OR pair of students will prepare a multi-media documentary (10-15 minutes) visually depicting the life and work of a nonprofit organization of your choice. (Note: If you choose to work with a partner, both students will receive the same grade.) Think of it as a promotional piece that the NPO could then use to educate potential donors, volunteers, and the community about what the organization does. It will likely include visuals of the nonprofit facility, interviews with staff and/or board members, etc. NOTE: Be sure to gain permission from the NPO before videotaping any segments that include children. Also, be sensitive to the privacy of any client receiving services. In many cases, the nonprofit organization will already have media permission forms on file.

The video should be of professional quality so that the NPO can post it to their website, YouTube, and other social networking outlets. Video equipment may be borrowed at no cost from the Technology Resource Center on WKU's Bowling Green campus.

You will post your video on Blackboard to be viewed by classmates and provide a digital copy to your nonprofit partner for use at their discretion.

OPTION 3: Other Nonprofit Communication Tool

Each student OR pair of students will create a communication-based tool (something other than a video) to assist a nonprofit organization of your choice. (Note: If you choose to work with a partner, both students will receive the same grade.) A "tool" can be anything the nonprofit can use to benefit its daily operations. It should focus on an aspect of communication and should be theoretically grounded in one or more organizational concepts discussed in this course. For example, you might choose to design a board development training module based on the storytelling metaphor and board languages, OR design a fundraising workshop based on donor motives OR create a new staff orientation based on retention and social support strategies.

The output should be of professional quality and something the NPO can readily use. You will post your product on Blackboard to be viewed by classmates and also provide a digital copy to your nonprofit partner for use at their discretion.

Final Project Oral Presentation

50 pts.

To complete your final project, you will create an oral presentation to share with your classmates.

OPTION 1: Academic Research Paper

If you choose the Academic Research Paper, you will create and post an 8-10 minute audio presentation including PowerPoint slides (using Mediasite) that summarizes your research project, just as if you were presenting at an academic conference. A grading rubric will be provided for your reference. Tutorials on [How To Create and Post Videos](#) are available online.

OPTION 2: Multi-media Nonprofit Video

If you choose the Multi-media Nonprofit Video, you will create and post an 8-10 minute audio presentation including PowerPoint slides (using Mediasite) that summarizes the behind-the-scenes process of creating your video. You should include the steps you took to gather information about the NPO, to choose what kinds of information included, and to make it

visually appealing, as well as the challenges and surprises along the way and how the NPO can use the new video. A grading rubric will be provided for your reference. Tutorials on [How To Create and Post Videos](#) are available online.

OPTION 3: Other Nonprofit Communication Tool

If you choose the Other Nonprofit Tool, you will create and post an 8-10 minute audio presentation showcasing and explaining the “tool” you created. You should include the steps you took to gather information about the NPO and how you integrated course concepts in a practical way, as well how the NPO can use and benefit from having the newly created “tool.” A grading rubric will be provided for your reference. Tutorials on [How To Create and Post Videos](#) are available online.

Summary of Assignments and Points

Discussion Leader	100
Class Participation/Weekly Discussion Boards (12 x 25 pts each)	300
Case Study Papers (5 x 30 pts each)	150
Engaging the Nonprofit Sector	150
Nonprofit Summary (50 pts)	
Volunteer Time and Reflection (100 pts)	
Final Project	250
Final Project Oral Presentation	50
Total Points	1000

Grade Distribution (in Points Earned)

A = 1000-900	C = 799-700	
B = 899-800	D = 699-600	F = 599 and below

NOTES ABOUT GRADES:

- Final grades will be distributed according to the above scale. Do not expect final grades to be curved, and do not ask to be awarded those couple of extra points needed to reach the next letter grade. Remember throughout the semester that every point counts!
- It is your responsibility to keep up with your point totals. If at any time you have a question about a grade, it should be addressed within one week of receiving the grade. Grades will not be reassessed or changed after that time period. In other words, do not wait until the end of the semester to look at or question the points you have earned.
- Grades will not be provided to students via e-mail.

NOTE: The procedures and schedule in this course are subject to change as needed. Please check the course Blackboard site regularly.

Course Schedule

WEEK	TOPICS/READINGS
WEEK 1 January 23	<p>Introductions and Course Overview</p> <p>Overview of the Third Sector in the U.S.: Giving and Volunteering Trends</p> <p>McKeever, B. S. (2014). <i>The nonprofit sector in brief: Public charities, giving and volunteering</i>. Retrieved from Urban Institute website: http://www.urban.org/research/publication/nonprofit-sector-brief-2015-public-charities-giving-and-volunteering/view/full_report</p> <p>Bureau of Labor Statistics, U.S. Department of Labor. (2016, February 25). <i>Volunteering in the United States – 2015</i>. https://www.bls.gov/news.release/pdf/volun.pdf</p> <p>Schervish, P. G. (1998). Philanthropy. In R. Wuthnow (Ed.), <i>The encyclopedia of politics and religion</i> (pp. 600-602). Washington, DC: Congressional Quarterly.</p> <p>Class Introductions Discussion Board Closes 1/28 at 11:00 pm CST Discussion Board 1 Closes 1/28 at 11:00 pm CST</p>
WEEK 2 January 30	<p>The Nonprofit Sector and Communication Research</p> <p>Eisenberg, E. M., & Eschenfelder, B. (2009). In the public interest: Communication in nonprofit organizations. In L. R. Frey & K. N. Cissna (Eds.), <i>Routledge Handbook of Applied Communication Research</i> (pp. 355-379). New York, NY: Routledge.</p> <p>Lewis, L. (2005). The civil society sector: A review of critical issues and research agenda for organizational communication scholars. <i>Management Communication Quarterly</i>, 19, 238-267.</p> <p>Discussion Board 2 Closes 2/4 at 11:00 pm CST</p>
WEEK 3 February 6	<p>Nonprofit Leaders/Executive Directors</p> <p>Bradshaw, P. (2002). Reframing board-staff relations: Exploring the governance function using a storytelling metaphor. <i>Nonprofit Management & Leadership</i>, 12, 471-481.</p> <p>King, N. K. (2004). Social capital and nonprofit leaders. <i>Nonprofit Management & Leadership</i>, 14, 471-486.</p> <p>Nonprofit Organization Summary Due by 2/11 at 11:00 pm CST Discussion Board 3 Closes 2/11 at 11:00 pm CST</p>

<p>WEEK 4 February 13</p> <p>Discussion Leaders: Bentley and Carter</p>	<p>Nonprofit Boards of Directors</p> <p>Daley, J. M., Netting, E. F., & Angulo, J. (1996). Languages, ideologies, and cultures in nonprofit boards. <i>Nonprofit Management and Leadership</i>, 6, 227-240.</p> <p>Mize Smith, J. (2004, November). <i>Identification among nonprofit board members: Exploring and managing multiple targets</i>. Paper presented at the meeting of the National Communication Association, Chicago, IL.</p> <p>Case Study Chapter 12: Hope for the Future (pp. 82-87)</p> <p>Final Project Topic Due by 2/18 at 11:00 pm CST Discussion Board 4 Closes 2/18 at 11:00 pm CST</p>
<p>WEEK 5 February 20</p> <p>Discussion Leaders: Dillon and Haugen</p>	<p>Nonprofit Staff</p> <p>Mize Smith, J., Arendt, C., Lahman, J. B., Settle, G., Duff, A. (2005). Framing the work of art: Spirituality and career discourse in the nonprofit arts sector. <i>Communication Studies</i>, 57, 25-46.</p> <p>Brown, W. A., & Yoshioka, C. F. (2003). Mission attachment and satisfaction as factors in employee retention. <i>Nonprofit Management & Leadership</i>, 14, 5-18.</p> <p>Case Study Chapter 7: Stress and Burnout in a Small Nonprofit Organization (pp. 47-52)</p> <p>Discussion Board 5 Closes 2/25 at 11:00 pm CST</p>
<p>WEEK 6 February 27</p> <p>Discussion Leaders: Lever and Tackett</p>	<p>Nonprofit Donors</p> <p>Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: a partial test of the reformulated model of organizational identification. <i>Journal of Organizational Behavior</i>, 13(2), 103-123.</p> <p>Sargeant, A. (2001). Relationship fundraising: How to keep donors loyal. <i>Nonprofit Management & Leadership</i>, 12, 177-192.</p> <p>Schervish, P. G., & Havens, J. J. (1998, May). Why do people give? <i>The Not-for-profit CEO Monthly Letter</i> (5)7, 1-3.</p> <p>Case Study Chapter 21: The New Girl (pp. 147-152)</p> <p>Discussion Board 6 Closes 3/4 at 11:00 pm CST</p>

<p>WEEK 7 March 6</p> <p>Discussion Leaders: Miller and Mynatt</p>	<p>Nonprofit Volunteers</p> <p>Meisenbach, R. J., & Kramer, M. W. (2014). Exploring nested identities: Voluntary membership, social category identity, and identification in a community choir. <i>Management Communication Quarterly</i>, 28, 187-213.</p> <p>Mize Smith, J. (2013). Volunteer tourists: The identity and discourse of travelers combining largesse and leisure. In M. W. Kramer, L. Lewis, & L. Gossett (Eds.), <i>Volunteering and communication: Studies from multiple contexts</i> (pp. 189-209). New York, NY: Peter Lang.</p> <p>Case Study Chapter 16: Really Helping? (pp. 109-114)</p> <p>Discussion Board 7 Closes 3/11 at 11:00 pm CST</p>
<p>WEEK 8 March 13</p>	<p>SPRING BREAK – NO CLASS</p>
<p>WEEK 9 March 20</p> <p>Discussion Leaders: Paugh and Smyers</p>	<p>Nonprofit Service Recipients</p> <p>Trethewey, A. (1997). Resistance, identity, and empowerment: A postmodern feminist analysis of clients in a human service organization. <i>Communication Monographs</i>, 64, 281-301.</p> <p>Black, B., & Mize Smith, J. (2012, November). <i>Think Pink! Tensions and contradictions underlying corporate support of breast cancer awareness</i>. Paper competitively selected by the Organizational Communication Division to be presented at the annual meeting of the National Communication Association, Orlando, FL.</p> <p>Discussion Board 9 Closes 3/25 at 11:00 pm CST</p>
<p>WEEK 10 March 27</p> <p>Discussion Leaders: Wilson and Yacovone</p>	<p>Corporate Philanthropy</p> <p>Mize Smith, J., & Sypher, B. D. (2010). Philanthropy in the workplace: How a financial institution communicates charitable giving values. <i>Southern Communication Journal</i>, 75, 370-391.</p> <p>Mize Smith, J. (2013). Philanthropic identity at work: Employer influences on the charitable giving attitudes and behaviors of employees. <i>Journal of Business Communication</i>, 50, 128-151.</p> <p>Case Study Chapter 24: Discursive Closure in Workplace Giving: Is there a Better Way to Encourage Charitableness at Work? (pp. 169-175)</p> <p>Discussion Board 10 Closes 4/1 at 11:00 pm CST</p>

WEEK 11 April 3	NO READINGS THIS WEEK Progress Reports on Final Projects Due by 4/8 at 11:00 pm CST Option 1: Draft of Academic Research Paper Option 2: Storyboard of Multi-media Nonprofit Video Option 3: Detailed Outline of Communication Tool ** All should include a References page including some of the course readings utilized in writing/creating your final project.
WEEK 12 April 10	Role of Technology <p>Lovejoy, K., & Saxton, G. D. (2012). Information, community, and action: How nonprofit organizations use social media. <i>Journal of Computer-Mediated Communication</i>, 17, 337–353.</p> <p>Waters, R. D., Burnett, E., Lamm, A., & Lucas, J. (2009). Engaging stakeholders through social networking: How <i>nonprofit</i> organizations are using Facebook. <i>Public Relations Review</i>, 35, 102-106.</p> <p>Waters, R. D., & Jones, P. M. (2011). Using video to build an organization’s identity and brand: A content analysis of nonprofit organizations’ YouTube videos. <i>Journal of Nonprofit & Public Sector Marketing</i>, 23, 248-269.</p> <p style="text-align: right;">Volunteer Reflection Due by 4/15 at 11:00 pm CST Discussion Board 12 Closes 4/15 at 11:00 pm CST</p>
WEEK 13 April 17	Marketization of Nonprofits <p>Sanders, M. L. (2012). Theorizing nonprofit organizations as contradictory enterprises: Understanding the inherent tensions of nonprofit marketization. <i>Management Communication Quarterly</i>, 26, 179-185.</p> <p>Sanders, M. L. (2015) Being nonprofit-like in a market economy: Understanding the mission-market tension in nonprofit organizing. <i>Nonprofit and Voluntary Sector Quarterly</i>, 44, 205-222.</p> <p>Eikenberry, A.M., & Kluver, J.D. (2004). The marketization of the nonprofit sector: Civil society at risk? <i>Public Administration Review</i>, 64, 132-140.</p> <p style="text-align: right;">Discussion Board 13 Closes 4/22 at 11:00 pm CST</p>
WEEK 14 April 24	NO READINGS THIS WEEK FINAL PROJECTS DUE BY 4/29 at 11:00 pm CST (Post to Discussion Board on BB) Option 1: Academic Research Papers (including audio PowerPoint presentation) Option 2: Multi-media Nonprofit Videos (including audio PowerPoint presentation) Option 3: Other Nonprofit Communication Tool

WEEK 15 May 1	<p>DISCUSSION OF FINAL PROJECTS (Depending on the number of final projects, the class may be divided into two smaller groups to review and discuss project presentations.)</p> <p style="text-align: right;">Discussion Board 15 Closes 5/6 at 11:00 pm CST</p>
WEEK 16 May 8	<p>FINAL EXAM WEEK Moving NPO Scholarship Forward Lewis, L. K. (2012). Becoming useful: Using engaged scholarship as a means to move NPO scholarship forward. <i>Management Communication Quarterly</i>, 26, 186-192.</p> <p style="text-align: right;">Discussion Board 16 Closes 5/10 at 11:00 pm CST</p>