MEJO 432 Cause Communications:
Public Relations Strategies for Nonprofit Organizations
Spring 2021
Hussman School of Journalism and Media
University of North Carolina at Chapel Hill

Class Days and Time: T/Th 3:30-4:45pm
Classroom: Remote course via zoom, https://unc.zoom.us/j/2459445304
Instructor: Cate Tidwell McLeane
Contact: tidwellc@email.unc.edu or 615-426-2139 (text or call)
Office Hours: T/Th 2:45-3:30, 4:45-5:30pm and by appointment

Course Designation:
This is a service-learning and public relations-intensive, skills-based course.

Course Description:
Cause Communications provides a comprehensive understanding of the role of public relations in the nonprofit realm and a meaningful service-learning experience. The course introduces students to the essential skills and core responsibilities of practicing public relations for the public good.

Course Objectives:
By the end of the semester, students will be able to demonstrate the following competencies:

- Describe the nonprofit business model and its purpose and role in the marketplace
- Describe the role of internal and external communications in the nonprofit sector
- Conduct research about issues and identify problems and opportunities that nonprofit organizations face today
- Establish mission-focused goals and objectives that address nonprofit organizational weaknesses and strengths
- Discuss current trends in today's nonprofit causes and challenges
- Demonstrate understanding of nonprofit governance and staffing
- Describe best practices for nonprofit communication at the organizational, identity and experiential levels
- Demonstrate increased proficiency in nonprofit storytelling skills that raise awareness and funds
- Demonstrate increased understanding of traditional and non-traditional fundraising strategies for nonprofit organizations
- Apply course content to a service-learning experience that is focused on effective, nonprofit communication for local nonprofit organizations and presented in partnership with a community partner/client
- Present pre-professional, team proposal that offers creative, timely communication counsel and solutions for a community partner/client
- Demonstrate basic knowledge of how results of communication efforts are measured, evaluated and reported to nonprofit stakeholders
- Prepare for entry-level employment in the public sector

Course Design:
This course is designed as a remote synchronous course.

Course Approach:
This is a service-learning course. Service-learning is defined as a credit-bearing, educational experience in which students (1) participate in an organized service activity that meets identified community needs, and (2) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

You will accomplish and apply all of the learning objectives in this course by completing a service-learning project in partnership with a nonprofit, community partner, which will be assigned to you. This team experience will be a mutual exchange of knowledge, information and service throughout the semester.

Nonprofit, Community Partners:

- North Carolina Education Corps
- Dementia Alliance of North Carolina
- VolunteerNC

Required Textbooks:
1. *Brandraising: How Nonprofits Raise Visibility and Money through Smart Communications,* by Sarah Durham (Jossey-Bass, 2010)
2. *Social Entrepreneurship: What Everyone Needs to Know*, by David Bornstein and Susan Davis (Oxford University Press, 2010)
3. *Building a StoryBrand: Clarify Your Message So Customers Will Listen,* by Donald Miller (HarperCollins, 2017)

Computer Supplies: All work should be saved to an external drive, your own laptop or your email and not to any lab desktop hard drive (it gets dumped regularly). Murphy's law is alive and well in computer labs and snafus do occur. Save early and often – I can't resurrect lost documents!

Phones (calls, texts, games and browsing), Facebook, Snapchat, Twitter, Instagram and all other social networking activity on any device will not be tolerated in class unless the platform is part of the day's lesson plan. **You will receive only ONE warning.** Any following incident will result in points lost for the day's assignment. Please silence your phones and close all social media before class begins. Your full attention should be on our zoom lecture and course content.

Reference Materials: Use of reference materials – dictionary, thesaurus to double check accuracy—is encouraged. These materials are available in the Park Library.

News Content: Keep up with current events! It's important to know what's going on in the world, and what issues your clients (today and in the future) face or will face. This makes you a more effective PR practitioner!

Assignments and Deadlines: All writing assignments must be typed, double spaced and turned in on time. For outside assignments, late papers will receive a reduced grade **unless you and I**

agree before the assignment is due that it can be late. Otherwise, the assignment will receive a 0 (zero). No assignment will be accepted if it is turned in more than 24 hours after its deadline without prior notice by you and confirmation by me.

Sakai: All PowerPoint slide presentations and important documents are/will be posted on Sakai for your convenience. All lectures will be recorded and posted on Sakai. Please see the Resources link. Please consult these materials to ensure that you produce quality communication tools in this class. This syllabus is also filed under the Syllabus tab, and assignments will be posted in the Assignments folder.

Exams: You will have a midterm exam and a final exam. Your midterm exam consists of a recorded team pitch to your assigned community partner/client (grading rubric will be provided) and a traditional, multiple-choice/essay exam. Your final exam consists of your recorded team presentation to your assigned community partner/client, your final deliverables to your community partner (grading rubric will be provided) and a traditional, multiple choice/essay exam.

 Course Grade Calculation: I will calculate your final grade as follows:

Interview a Nonprofit Pro	10%
Midterm Exam	20%
Client Research Exercise	10%
Final Exam	25%
Reflections	15%
Participation (in-class)	10%
Participation (S/L teams)	10%

 Grading Scale: A = 94-100 A- = 90-93 B+ = 87-89   B =84-86 B- = 80-83 C+ = 77-79 C= 74-76 C- = 70-73 D = 60-69 F = below 60

I follow the University's Grading Standards:

"A" students do not miss classes during the semester. They read and critically engage all the assigned textbook chapters and any optional readings on reserve before the material is covered in class. Written assignments and exams are not only complete but cover more than just the minimum requirements. The assignments exhibit proper style and format, are well organized, integrate strategic planning and targeting, and are written precisely and concisely. All materials are turned in on time or early, and all rewrite opportunities are used. These students keep up with current events.

"B" students miss one or two classes during the semester, but these are excused absences. They usually read the assigned textbook chapters and some of the optional readings on reserve in the library before the material is covered in class.   Written assignments and exams usually exhibit proper style and formatting, integrate strategic planning and targeting, are well organized, and are written precisely and concisely. All materials are turned in on time, and all rewrite opportunities are used. These students tend to keep up with current events.

"C" students miss one or two classes during the semester, usually excused. They read the assigned textbook chapters and some of the optional readings on reserve in the library just before the material is covered on the exam. Written assignments and exams usually exhibit proper style and formatting, but they do not always integrate strategic planning and targeting and are not always well organized or written precisely and concisely. All materials are turned in on time, and most rewrite opportunities are used. These students sometimes keep up with current events.

"D" students miss three or more classes during the semester and skim assigned readings. Written assignments and exams usually exhibit proper style and formatting, but they often lack integrated strategic planning and targeting and are often not well organized or written precisely and concisely. Materials are not always turned in on time; only some rewrite opportunities are used. They don't keep up with current events.

"F" students fail to come to class on a regular basis. They miss exams and written assignments and fail to use rewrite opportunities.

Attendance: Regular, on-time class attendance is your obligation, and you are responsible for all work, including tests and written work and teamwork in alignment with the course calendar.

Absences: You may make up work you missed **if an absence is pre-approved or explained timely by appropriate documentation from a health professional**.

Honor Code: It is expected that each student in this class will conduct himself or herself within the guidelines of the University honor system (http://honor.unc.edu). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you haven't read the code in a while, please revisit it!

Seeking Help:
If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a family or personal hardship, disability or illness.

Diversity:
The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2015-2016 Undergraduate Bulletin http://www.unc.edu/ugradbulletin/. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Special Accommodations:
If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities, visit the Accessibility Services website at https://accessibility.unc.edu/

The Accrediting Council on Education in Journalism and Mass Communications
(ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the

world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work

MEJO 432 Cause Communications
Course Calendar Spring 2021
(Subject to change and will be announced timely)

Date	Topic	Homework due before class
Unit 1	***Welcome and Course Overview***	
Jan. 19 **Sync Zoom**	Welcome, Introductions, Nonprofit Trends and Challenges	
Unit 2	***APPLES Service-Learning and Campaign Overview***	
Jan. 21 **Sync Zoom**	Service-Learning Partnership Challenge and Team Assignments	Social Entrepreneurship (SE) Part 1 pp. 1-41; View APPLES online course module; read time log form and about funding opportunities for APPLES students/teams; read additional Sakai resources
Jan. 26 **Sync Zoom**	Campaign Strategies and Tactics	Student Information Form; Sakai resources

Unit 3	*Nonprofit Basics*	
Jan. 28 Async	The Nonprofit Business Model	Brandraising ch.1, 2 and 3; additional Sakai resources
Feb. 2 Async	Nonprofit Governance and Human Resources	SE Part 2 pp. 48-70; additional Sakai resources
Unit 4	*Brand Messaging*	
Feb. 4 Sync Zoom	Brand Messaging: Mission, Vision, Values	Client Research Exercise; Brandraising ch. 3 and 4, additional Sakai resources
Feb. 9 Sync Zoom	Brand Messaging: Brand Story and Storytelling	StoryBrand Section 1; additional Sakai resources
Feb. 11 Async	Nonprofit Public Relations Toolkit	Brandraising ch. 5, Brandraising 111-120; additional Sakai resources
Feb. 16 No class	*MENTAL HEALTH DAY*	
Unit 5	*Marketing Strategy and Tactics*	
Feb. 18 Sync Zoom	Integrated Marketing Strategy	Reflection 1, StoryBrand 45-94; Sakai resources
Feb. 23 Async	Storytelling and Multimedia	Storybrand 95-131; Sakai resources
Feb. 25 Sync Zoom	Digital Campaigns and Case Studies	Storybrand 131-156; Sakai resources
March 2 Sync Zoom	Team Check-in; Team Work Day	Interview a Nonprofit Professional

March 4 **Sync Zoom**	**MIDTERM REHEARSALS –** **Peer Feedback**	StoryBrand pp.171-210; Sakai resources

March 9 **Sync Zoom**	**MIDTERM REHEARSALS –** **Peer Feedback**	
March 11 **No class**	**MENTAL HEALTH DAY**	
March 16 **Async**	**TEAM WORK DAY**	
March 18 **Async**	**MIDTERM –** **Modules 1-5, Open Sources**	Recorded pitch due 3:30pm March 18
Unit 6	*Fundraising*	
March 23 **Async**	Traditional Strategies	Sakai resources
March 25 **Async**	Foundations, Planned Giving, Grants	Sakai resources
March 30 **Sync Zoom**	Fundraising Campaigns; Team Work Day	SE Part 3 pp. 75-90; additional Sakai resources
Unit 7	*For-Profit Cause Marketing*	
April 1 **Sync Zoom**	For-Profit Cause Communications	For-profit Cause Communications Campaigns; SE Part 3 pp. 91-107; additional Sakai resources
April 6 **Async**	B Corps and Nonprofit/For-profit Partnerships	Reflection 2; SE Part 3 pp.108-128; additional Sakai resources
Unit 8	*Special Topics*	

April 8 Sync	Brand Management and Crisis Communications	Sakai resources
April 13 Sync	Strategic Planning and Feasibility Studies	Sakai resources
April 15 Sync	Race, Equity and Nonprofit Leadership	Sakai resources
Unit 9	***Outlook for Nonprofit Professional***	
April 20 Async	Team work day/check-in with instructor during class by appointment	Reflection 3; additional Sakai resources
April 22 Async	Team work day/check-in with instructor during class by appointment	
April 27 Sync	FINAL REHEARSALS – Peer Feedback	
April 29 Sync	FINAL REHEARSALS – Peer Feedback	
May 4 LDOC! Sync	Outlook and Resources for Aspiring Nonprofit Professionals, Final Exam Prep	SE pp. 129-132; additional Sakai resources
May 8, 4pm	**FINAL EXAM – Modules 6-9, Open Sources**	Recorded pitch and final community partner deliverables due 4pm on May 8
	Happy Summer!	