



**The REACH Program of
Trinity International University**

BUS 376R
Nonprofit Marketing

Student's Manual 1.0

“Any enterprise that is built by wise planning, becomes strong through common sense,
and profits wonderfully by keeping abreast of the facts”
Proverbs 24:3-4 (TLB)

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I. Course Description

This course covers the basic processes and practices of marketing as applied to a variety of nonprofit settings. Topics include marketing planning, implementation, and evaluation.

II. Course Overview

There are many relevant and strong marketing models in continuous use by the business community that can be adopted by the nonprofit community. Alan R. Andreasen and Philip Kotler, authors of *Strategic Marketing for Nonprofit Organizations*, help managers and leaders understand the core principles of marketing while providing insight into the unique applications of marketing principles in the nonprofit sector.

Kotler's and Andreasen's research reveals that more and more business students are deeply interested in understanding how they can become better leaders and managers. They are interested in how to effectively contribute to the growth of their nonprofit organizations. Nonprofit managers also recognize that as the number of nonprofit organizations increase, the competition for funds becomes more intense. Donors and other large social enterprise investors are persuaded to give because of the powerful marketing pieces that come from savvy marketing campaigns and communication strategies.

Because marketing is so critical to sustaining the nonprofit enterprise, this course assists students with discovering principles and concepts in marketing that will allow them to lead their firms in the areas of brand building, development and launch of new program/service offerings, and management of all forms of communication strategies. The course culminates with an overview of the tools that are designed to assist nonprofit boards and directors as they monitor, evaluate and control their marketing efforts.

III. Course Materials

1. Required

Andreasen, A. & Kotler, P. (2008). *Strategic marketing for nonprofit organizations*. (7th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall

IV. Course Policies

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style (please consult *A Pocket Style Manual* listed above). This includes:

- an APA title page (including a running header and page number)
- an "Abstract" page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person's work or ideas.
- a "References" page (it is not called a "bibliography")

- one inch margins
- 12 point font
- double spaced

Failure to use and cite others' work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another's student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean of Nontraditional Education will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- a. 10% off for up to one day late
- b. 20% off for up to two days late
- c. assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an “F” for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

5. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor and/or use the resources in the following section.

V. Course Outcomes

At the end of this course, the students will be able to:

1. Explain the growth and development of the marketing discipline for nonprofits
2. Develop a strategic marketing plan and correlated audience-centered mindset
3. Describe how market information is acquired and used for nonprofit organizations
4. Define segmentation, targeting, positioning, and branding in nonprofit marketing
5. Discuss the process of developing and launching new offerings
6. Plan and compose a communications strategy for a nonprofit organization
7. Identify the organization’s publics and create media goals around those publics
8. Discuss the importance of marketing evaluation, monitoring, and control

VI. Course Requirements

Course Worksheets (6 x 100 points each)	= 600 points
Marketing Case Analysis (300 points)	= 300 points
Participation (6 sessions x 20 points each)	= 120 points
Total Points	= 1020 points

VII. Grading Scale

Your final course grade will be based on the total number of points that you earn throughout the course:

Percentage	Grade
92-100	A
90-91	A-
88-89	B+
82-87	B
80-81	B-
78-79	C+
72-77	C
70-71	C-
68-69	D+
62-67	D
60-61	D-
0-59	F

VIII. Course Schedule

Session One Overview

Outcomes for Session One

“At the end of this session, the student will be able...”

1. Describe the importance of nonprofit organizations in the 21st century
2. Recognize how marketing practices are distinct among nonprofits
3. Explain how nonprofit leaders develop marketing orientations
4. Understand the elements that define audience-centered marketing
5. Describe the role of analysis, planning, and strategy in marketing

Assignments Due for Session One

1. Read Chapters 1 through 3 in *Strategic Marketing for Nonprofit Organizations*.
2. Complete Worksheet #1.

Session Two Overview

Outcomes for Session Two

“At the end of this session, the student will be able...”

1. Explain the four key drivers of audience behaviors in the marketplace
2. Explain the stages of change in complex decision-making by target audiences
3. Describe the seven myths that restrain nonprofit leaders from engaging in market research
4. Name and list the steps in the Backward Marketing research process
5. Describe the process of market segmentation and targeting
6. Explain the role of positioning in nonprofit marketing

Assignments Due for Session Two

1. Read Chapters 4 through 6 in *Strategic Marketing for Nonprofit Organizations*.
2. Complete Worksheet #2.

Session Three Overview

Outcomes for Session Three

“At the end of this session, the student will be able...”

1. Discuss how a nonprofit develops a brand for their programs and services
2. Explain the nature of campaign branding
3. Explain the common problems associated with designing the marketing mix
4. Describe the key elements of services marketing
5. Discuss the process of offer development and market testing
6. Explain the offer life cycle as it occurs in nonprofit work

Assignments Due for Session Three

1. Read Chapters 7 through 9 in *Strategic Marketing for Nonprofit Organizations*.
2. Complete Worksheet #3.

Session Four Overview

Outcomes for Session Four

“At the end of this session, the student will be able...”

1. Explain the role of cost management in nonprofit
2. Describe the nature and role of costs
3. List the components of a channel strategy
4. Describe the major steps in developing effective communications
5. Recognize some of the key advertising execution styles

Assignments Due for Session Four

1. Read Chapters 10 through 12 in *Strategic Marketing for Nonprofit Organizations*.
2. Complete Worksheet #4.

Session Five Overview

Outcomes for Session Five

“At the end of this session, the student will be able...”

1. Summarize the seven main target marketing tools available for nonprofit marketers
2. Explain the pros and cons of alternative communications
3. List and define the stages of the strategic public relations planning process
4. Recognize the four major sources of funds for nonprofits and the attending subcategories

Assignments Due for Session Five

1. Read Chapters 13 through 15 in *Strategic Marketing for Nonprofit Organizations*.
2. Complete Worksheet #5.

Session Six Overview

Outcomes for Session Six

“At the end of this session, the student will be able...”

1. Describe how to recruit the best nonprofit staff
2. Explain the value of utilizing the Ad Council as an advertising partner
3. Evaluate the structure or design of a nonprofit organization in the context of services marketing
4. Summarize the importance of monitoring the control process used by nonprofit marketing managers
5. List and discuss the various monitoring options available to nonprofit marketing managers

Assignments Due for Session Six

1. Read Chapters 16 through 19 in *Strategic Marketing for Nonprofit Organizations*.
2. Complete Worksheet #6.
3. Complete Final Project Paper.
4. Prepare Final Project Presentation for delivery in class.

IX. Course Documents

Session One Documents

Worksheet #1

Internet Activity

Visit the websites of several well-known business corporations. For each corporation, answer the following questions:

- Which are publicizing their support for a nonprofit on their website?
- How are they doing so?
- Why do you think the corporation chose the nonprofits they did?

Be prepared to share your findings in class.

Study Questions

See the Questions section at the end of the textbook chapters in the course textbook *Strategic Marketing for Nonprofit Organizations*.

- Chapter One: Answer questions #1, #3, and #5.
- Chapter Two: Answer questions #1, #2, and #3.
- Chapter Three: Answer questions #2 and #3.

Final Projects

This course requires you to complete two major assignments by the sixth week of the course. Please work on your final project paper (which will prepare you for your oral presentation) throughout the course, as opposed to waiting until the last session or two. In other words, you should make steady progress on this project each week.

1. Final Project Paper

Students must complete a case analysis as the final comprehensive paper for the course. The case study document immediately follows this paragraph. The study has a specific case assignment. The student will complete the case analysis using the resources from the course readings, lectures, discussions – and from outside research.

2. Final Project Presentation

Students will *share their findings in class*. A PowerPoint presentation **or** handouts are **required**. Keep slides or handouts to a minimum. The presentation should be 15 minutes long, with up to an additional five minutes for questions and answers.

Final Project Case Study: The XYZ Regional Hospital Foundation
(Wymer, Knowles, & Gomes, 2006)

It was Jessica Kennedy's first day as executive director of the XYZ Regional Hospital Foundation. She was excited and worried at the same time. She was sure that the Foundation's board of directors would be watching her carefully to see if she was capable the executive director position. Her previous positions were all in fund-raising, and she had no experience at all with a medical nonprofit.

Jessica did have (and what had convinced the board to hire her) a real passion for developing programs and a talent for getting potential major donors involved and contributing. As far as the board was concerned, her first job would be to come up with a formal plan to at least double donations and incoming grants and to develop new sources of income. According the board's explanation during her employment interview, the previous executive director had founded the foundation three (3) years earlier with the objective of raising funds to be donated to the regional hospital. The hospital would use the funds to enhance its community health programs and to support its medical care mission. Since accepting the executive director position, Jessica discussed the foundation's role with senior executives at the Regional Hospital and discovered that they were not at all pleased with the foundation's efforts. At this point, she was pretty sure that the top management at the hospital was pressuring the foundation's board to increase financial support and that this pressure had led to her being hired. Now that she was on board, the pressure to perform was being passed on to her.

Jessica felt sure that her experience winning major grants, gifts, and bequests and succeeding at creative fund-raising would serve her well in her new position. Still, the more she learned about her new organization, the more she became convinced that the previous director's idea of mission focus, positioning, market analysis, and overall strategic planning left a great deal to be desired. In fact, it seemed as if it might be necessary to start from scratch and (from a marketing perspective) reinvent the entire foundation.

Looking through the past year's expenses, Jessica noted the following: office rent, \$18,500; office cleaning, \$3,500; office equipment, \$8,250; utilities, \$1,200; employee dues, \$550; recruiting, \$900; fund-raising, \$15,400; event catering, \$990; and outside services, \$35,130; among others. A historical chart of funds raised versus funds donated to the hospital indicated the following:

Funds Raised by the Foundation		Foundation Donations to the Hospital
Year 1	\$97,000	\$0
Year 2	\$237,000	\$0
Year 3	\$283,000	\$2,500

It appeared that over the past 3 years, the foundation's expenditures for salaries, employee benefits, overhead, fund-raising, office equipment, and other expenses had pretty much used up all its financial support (with essentially nothing left over to donate to the hospital). Jessica suspected that if things did not change, expenses would continue to

increase to match what was being raised. It appeared that the foundation had been evolving to support its own existence rather than being true to its stated mission, "to raise funds for the hospital." She also figured that it was only a matter of time until the media and donors caught on.

Jessica knew that she had to "set a new path" for the foundation and do it quickly. She took a pad of paper and noted the following:

1. Need very visible change. (Think about immediate, tangible innovations that could occur before fully addressing the following items.)
2. Need a new mission.
3. Need new strategic objectives.
4. Need to segment market opportunities and target our constituencies.
5. Need to create a new set of offering mixes (new products or services) by target segments, consistent with our mission and image of integrity.
6. Need unique value proposition regarding our products and services.
7. Need clear differentiation and positioning.
8. Need to identify, clarify, and promote our brand.
9. Need to earn the respect of top management at the hospital, my own board members, and the leaders in the community.

Turning the page, she wrote:

“Community description - Rural, lower income, weak school system, but with significant business communities in several small cities and towns.

Foundation board of directors description – Business people, lawyers, medical doctors, very conservative religiously and financially. Probably think the answer to the Foundation's problems is to raise more money.

Foundation organization description - Mostly volunteers, few full-time staff, more used to being told what to do than to thinking for themselves or working as a team.

My description - Willing to make best effort. Willing to try a marketing concept approach rather than a straight sales-and-fund-raising approach. Driven to make a difference for good. Willing to stand up to the foundation board, hospital top management, and the community with a plan for real change.”

(Wymer, Knowles, & Gomes, 2006)

Final Project Paper: Assignment Details

1. Choose a smaller local suburban or rural hospital to become the XYZ Regional Hospital in the above case. It will bring more reality to the case if you can explore the website of the hospital your foundation is supposed to be serving.
2. You are Jessica. Use the nine issues to create the outline for your case analysis paper. Plan your "new path" for the Foundation, addressing the nine issues she listed above and including additional issues she probably should have listed. The board is going to require you to be specific about what you propose to do in each area. For example, for item 2 on her list, tell the board exactly what the new mission focus will be and how you will create and implement it.
3. Integrate course material from sessions 1 through 5 – and include outside research where appropriate. The best way to do this is to read the case periodically, think about how you will address the issues based on the course textbook information, and record your ideas at the appropriate place in the outline. This will require critical thinking and a willingness to apply the concepts and theories you learn soon after each class session.

Session Two Documents

Worksheet #2

Internet Activity

Visit the website <http://thomas.loc.gov> and search for pending legislation that involves lupus. Report on how these measures could impact nonprofits that provide services to lupus patients and nonprofits that raise funds for lupus research.

Study Questions

See the Questions section at the end of the textbook chapters in the course textbook *Strategic marketing for nonprofit organizations*.

- Chapter Four: Answer questions #1 and #4.
- Chapter Five: Answer questions #1, #3, and #5.
- Chapter Six: Answer questions #2 and #4.

Final Project Paper

Continue writing and integrating course material from this session into to your case analysis. Keep in mind the due date for the Final Project Paper.

Session Three Documents

Worksheet #3

Internet Activity

Visit the websites of five or six major nonprofits and look for examples of brand elements (e.g. registered brand names, logos, and slogans). Also, look for examples of brand characters/spokespersons and evidence of brand alliances (partnerships with other brands) (Wymer, Knowles, & Gomes, 2006)

Study Questions

See the Questions section at the end of the textbook chapters in the course textbook *Strategic marketing for nonprofit organizations*.

- Chapter Seven: Answer questions #1 and #3.
- Chapter Eight: Answer questions #2, #3, and #4
- Chapter Nine: Answer questions #1 and #5.

Final Project Paper

Continue writing and integrating the learnings from this session into to your case analysis. Keep in mind the due date for the Final Project Paper.

Session Four Documents

Worksheet #4

Internet Activity

Go to the Adopt-A-Minefield website (www.landmines.org.uk), choose one program explained there, and analyze the way it is promoted and priced (Wymer, Knowles, & Gomes, 2006).

Study Questions

See the Questions section at the end of the textbook chapters in the course textbook *Strategic marketing for nonprofit organizations*.

- Chapter Ten: Answer questions #1 and #3
- Chapter Eleven: Answer questions #2, #3, and #4.
- Chapter Twelve: Answer questions #1 and #5.

Final Project Paper

Continue writing and integrating course material from this session into to your case analysis. Keep in mind the due date for the Final Project Paper.

Session Five Documents

Worksheet #5

Internet Activity

Please research the website www.psaresearch.com/bibsocial.html. Notice the range of social marketing examples on this site. Identify, explain, and evaluate at least three examples in an area in which you have an interest (Wymer, Knowles, & Gomes, 2006).

Study Questions

See the Questions section at the end of the textbook chapters in the course textbook *Strategic marketing for nonprofit organizations*.

- Chapter Thirteen: Answer questions #1, #2 and # 3.
- Chapter Fourteen: Answer question #2.
- Chapter Fifteen: Answer questions #1 and #3.

Final Project Paper

Continue writing and integrating course material from this session into to your case analysis. Keep in mind the due date for the Final Project Paper.

Session Six Documents

Worksheet #6

Internet Activity

Enter the following websites and read how corporations and nonprofits can benefit from collaborating with other organizations (Wymer, Knowles, & Gomes, 2006). Summarize and evaluate your findings.

<http://tamarackcommunity.ca/g3s213.html>

http://www.independentsector.org/mission_market/index.html

<http://www.nhi.org/online/issues/130/fundraising.html>

Study Questions

See the Questions section at the end of the textbook chapters in the course textbook *Strategic marketing for nonprofit organizations*.

- Chapter Sixteen: Answer question #2.
- Chapter Seventeen: Answer question #3.
- Chapter Eighteen: Answer question #5.
- Chapter Nineteen: Answer question #1.

Final Project Paper and Final Project Presentation Due

In addition to turning in the Final Project Paper, you will present your findings to the class. Presentations need to be 15 minutes long, with up to an additional five minutes for questions and answers. A PowerPoint presentation **or** handouts are required.

X. Evaluation Forms

Instructor Evaluation for Written Work

Student's Name	Course Number		Assignment
Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments
Organization <ul style="list-style-type: none"> ▪ Introduction¹ and Conclusion¹ ▪ Section Titles² ▪ Section Introductions and Conclusions³ ▪ Organizing Words, Phrases, and Sentences 	10		▪
Research / Sources (pp. 91-102⁴) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic) ▪ Number of Supporting Viewpoints ▪ Number of Opposing Viewpoints ▪ Primary Research 	10		▪
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)⁵ ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories 	25		▪
Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories 	25		▪
Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Creation/Origin, History, the Present, & the End Times ▪ View of Knowledge ▪ View of Ethics 	10		▪
Documentation (pp. 155-195) <ul style="list-style-type: none"> ▪ APA Paper Format ▪ APA Title Page (with Header) & Abstract ▪ APA Integration of Sources⁶ ▪ APA "References" Page 	10		▪
Composition (pp. 1-90) <ul style="list-style-type: none"> ▪ Clarity and Concision ▪ Grammar, Punctuation, and Mechanics ▪ Voice (Academic vs. Non-academic) 	10		▪

<ul style="list-style-type: none"> ▪ Tone (Assertive vs. Passive or Aggressive) 					
	Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	Total Points Earned	Final Grade for Assignment
	100%		x	=	

Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ All page references refer to Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin’s.

⁶ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁷ There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.

Instructor Evaluation for Oral Presentations

Student's Name	Course Number	Assignment
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Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments
Non-verbal Communication <ul style="list-style-type: none"> ▪ Attire (professional) ▪ Eye Contact (consistent) and Facial Expressions ▪ Posture (straight) ▪ Gestures and Movement (appropriate) 	10	<input style="width: 50px; height: 20px;" type="text"/>	▪
Verbal Communication <ul style="list-style-type: none"> ▪ Volume and Pitch ▪ Pacing and Pauses ▪ Clarity and Concision ▪ Enthusiasm and Passion 	10	<input style="width: 50px; height: 20px;" type="text"/>	▪
Organization <ul style="list-style-type: none"> ▪ Introduction⁷ and Conclusion⁸ ▪ Section Titles⁹ ▪ Section Introductions and Conclusions¹⁰ ▪ Organizing Words, Phrases, and Sentences 	25	<input style="width: 50px; height: 20px;" type="text"/>	▪
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)¹¹ ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories 	25	<input style="width: 50px; height: 20px;" type="text"/>	▪
Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories 	10	<input style="width: 50px; height: 20px;" type="text"/>	▪
Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Creation/Origin, History, the Present, & the End Times ▪ View of Knowledge ▪ View of Ethics 	10	<input style="width: 50px; height: 20px;" type="text"/>	▪
Misc. <ul style="list-style-type: none"> ▪ Research (credibility, number, supporting & opposing viewpoints) ▪ Visual Aids¹² (if used) ▪ Response to Audience Comments/Questions ▪ Time Limit 	10	<input style="width: 50px; height: 20px;" type="text"/>	▪

Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	Total Points Earned	Final Grade for Assignment
100%		x	=	

Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial(?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or . . . , (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁶ Visual aids should only be used if they make a distinct contribution to the presentation; otherwise, they should be avoided. Examples include: PowerPoint, handouts, whiteboards or flipcharts, audio or video, etc.
