

**Nonprofits: A communicator's perspective**  
**PUR 4243 – 29708 (4248) & 29994 (UFO3) – (1 credit)**  
**10:40-11:30 a.m. Thursdays**

**\*\*\* NOTE: This class is taught remotely. All lectures are online via Zoom.\*\*\***

**Instructors:** Joe Newman is located in Washington, D.C., and will teach remotely.

**Office hours:** Joe Newman: Please make an appointment by email at josephfnewman@ufl.edu or c. (202) 445-1391.

**Course Prerequisites:** None.

**Course Description:**

Nonprofit communicators don't work in a vacuum. They work with grassroots organizers, campaign directors, researchers, lawyers, lobbyists and many others throughout the organization. For nonprofit communicators to be successful, they must understand the work of their colleagues, and their colleagues must understand what communicators do. In this course, we'll explore what a nonprofit is, why people go into nonprofit work and how a nonprofit operates from the perspective of the organization's communicators, delving into the roles and responsibilities of key players in the organization and how they work together to effect positive social change.

**Course Objectives and Learning Outcomes:** By the end of this course, you will be able to:

1. Explain what a nonprofit organization is, how nonprofits operate and how they differ from foundations and government agencies.
2. Explain how public interest communicators work with others in an organization to help the organization achieve its goals.
3. Explain the roles and responsibilities of other key players in a nonprofit organization.
4. Create a plan for a new nonprofit organization, crafting mission and vision statements, naming the roles of staffers and outlining what they will do to help the organization meet its goals.

**College of Journalism and Communications objectives**

- The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:
- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual

orientation and ability, domestically and globally, across communication and media contexts;

- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

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### ***DIVERSITY STATEMENT***

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#### **Diversity statement**

We will cover an array of topics and delve into many issues in this class. While we expect rigorous discussion and even disagreement during our class discussions, we ask that you engage in discussion with care and empathy for the other students in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. Our aim is for students from all backgrounds to find this course valuable and to view the diversity that students bring to the class as a resource and benefit. We aim to present materials that are respectful of diversity of ethnicity, race, culture, gender, sexuality, disability, age and socioeconomic status. However, we recognize the materials may have limitations, and we encourage suggestions for additional materials that offer diverse perspectives. Please let us know if you have any ideas as to how to make the course more effective for you and/or other students. If something was said in class (by anyone) that makes you uncomfortable, please talk to one of us about it. (Anonymous feedback is an option as well). If any class meetings conflict with your religious events, please let us know so that we can make arrangements for you.

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### ***CLASS LOGISTICS***

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#### **Deadlines**

Communications work is deadline oriented. Deadlines must be met. If they are not, you will not receive credit for the assignment. The only exceptions will be for students with medical

emergencies (you must have a doctor's note) or other genuine, documented emergencies. Please notify us as soon as possible if you have an emergency that will prevent you from completing an assignment.

If submission of your assignment is delayed because of technical issues with Canvas, please report the problem immediately, receive a ticket number from the UF Computing Help Desk and email it to me immediately. The ticket will document the time and date of your issue.

For technical issues related to Canvas, contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

### **Format for writing assignments**

Please use AP style for all writing assignments. If you don't have the AP Stylebook, you can subscribe to it online (<https://www.apstylebook.com/> on-line/) or you can purchase a hard copy.

### **Course technology**

You will need reliable Internet access and a reliable computer with Microsoft Word (or other word processing software that can generate a .doc or .docx file), Adobe flash (for viewing video content) and Adobe PDF reader. **Please bring your computer to class.**

### **Class attendance**

Attendance is important, as class participation is a key part of your learning and will factor into your grade. To get the most out of the class, you must be present and on time for class and participate in discussions and class activities. Being present doesn't simply mean you're in the room; it also means you're attentive and not texting, checking email, doing other work or using social media during class. For the online classes, it means your camera is on and you participate in the class discussions, chats, polls and other activities.

We recognize that things crop up and that students may have to miss part, or all, of a class during the semester. For that reason, at the end of the semester, we will drop your lowest participation grade. To be fair to those who do attend class, we will assess participation whether you attend class or not. The only exception is for a documented medical issue that leads you to miss class. If you miss class, it is your responsibility to make up lost work, get notes from another student or otherwise ensure that you have caught up on anything you missed.

### **Class-related notifications**

Please log in to Canvas daily to check for class-related announcements. You may set up alerts to forward messages directly to your UF email address. To adjust your notification settings in Canvas, [follow these guidelines](#).

### **Grading**

Because communications at any nonprofit organization involves brainstorming and collaborating with colleagues, and because it's more fun to learn by seeking answers to

questions through discussion rather than listening to a straight lecture, participating in class will be key to your learning.

Likewise, the assignments you do outside of class will be critical because you will be applying concepts covered in class and in the reading assignments. The final project – a team plan for a new nonprofit – will provide a chance for you to put together all that you have learned in class, as well as tap into your creativity.

Here's how the grading will be weighted:

√ Class participation (includes discussions, activities and any in-class assignments): 33%

√ Writing assignments (outside of class): 33%

√ Final project (proposal for a nonprofit organization) – 34%

A	94 – 100 %
A-	90 – 93.99%
B+	87 – 89.99%
B	84 – 86.99%
B-	80 – 83.99%
C+	77 – 79.99%
C	74 – 76.99%
C-	70 – 73.99%
D+	67 – 69.99%
D	64 – 66.99%
D-	61 – 63.99%
F	0 – 61 %

For more information, please see the university's policy on [grades and grading](#).

### **Students with special needs**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

### **Course professionalism**

Please be on time to class. Please do not text, check email or social media unrelated to the class, browse unrelated websites or do other work during class. Please be collegial and respectful in your interactions with your fellow students, and welcome and treat with respect the diverse perspectives of others. Violators will be asked to leave the class.

## **Academic honesty**

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Read the Honor Code [here](#). You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask us.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations’ web sites or internal documents. You may not copy anything word for word, regardless of the source, without putting quotes around it and crediting the source.

## **Course evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluer.com/ufl/](http://ufl.bluer.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

## **Recording of class**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media

platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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## **COURSE SCHEDULE**

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*Note: This schedule may change as the semester progresses to reflect the progress and needs of the class.*

**Week 1 (Jan. 12): Welcome! Course overview.**

The instructor will provide an overview of the course and what we'll be learning and doing. He'll talk about his background and ask you to introduce yourselves.

**Week 2 (Jan. 19): Why nonprofits?**

Why do people work at nonprofits? What is their motivation? Why are you interested in nonprofit work? In this class, we'll talk about why people get started in nonprofit work and how a career working for the public interest is a special calling.

**Week 3 (Jan. 26): What is a nonprofit anyway?**

In this class, we'll look at an overview of what a nonprofit organization is and discuss the variety of causes and sizes of nonprofits. We'll also outline how a nonprofit differs from a foundation, a government agency and a PR agency. Students will form groups for their project.

**Week 4 (Feb. 2): Who's who?**

Know the key players at a nonprofit organization: campaign organizers, researchers, policy analysts, attorneys, fundraisers and communicators.

**Week 5 (Feb. 9): Working with grassroots organizers.**

We'll delve into what grassroots organizers do, how they interact with communications professionals and how communicators help organizers be more effective.

**Week 6 (Feb. 16): Working with researchers.**

What do researchers do at a nonprofit? Learn how communicators must explain complex reports in a simple and compelling fashion. We'll look at case studies of how a dense report came to life with the help of a communications professional.

**Week 7 (Feb. 23): An in-depth look at the communications department.**

We'll look at all the roles of staffers in a nonprofit communications department. They include press officers, social media managers, storytellers, graphics designers and more.

**Week 8 (March 2): Working with the fundraisers.**

Fundraising is one of the most important functions at a nonprofit because donations and grants are what keep the doors open. We'll explore the functions of development departments and how they interact closely with communicators.

**Week 9 (March 9): Working with lawyers.**

We'll delve into the varied work of nonprofit lawyers and how they work with communicators to achieve organizational goals.

**Week 10 (March 16): Spring Break. No class.**

**Week 11 (March 23): Working within a budget / Knowing your SWOT.**

Launching a nonprofit to do great things will only go so far if the organization is not laser focused on its mission. Are your goals realistic? Do you have enough funding to hire the staff to get you off the ground? We talk about how to position your nonprofit for success by knowing the organization's SWOT - Strengths, Weaknesses, Opportunities and Threats.

**Week 12 (March 30): Learning the lessons of founders.**

We talk with the founder of a nonprofit. What were the challenges they faced? What was the key to their success? If they could do it all over again, what would they change?

**Week 13 (April 6): Project work.**

Groups work on their projects during class with an opportunity to discuss them with Professor Newman. Final project outlines due.

**Week 14 (April 13): Group presentations.**

Groups present their nonprofit plans.

**Week 15 (April 20): Group presentations.**

Groups present their nonprofit plans.

\* For the final project, students will work in small teams to identify a cause they are passionate about and propose a new nonprofit organization to serve an area of need related to that cause. Students will craft mission and vision statements and outline a management structure for their new organization. In addition, students will identify the strengths, weaknesses and opportunities of their new organization, as well as the threats it faces. At the end of the semester, the teams will create a short slide deck and pitch their proposal to the classmates and instructors.

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## READING MATERIALS

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**BOOK AND ARTICLE EXCERPTS. To be provided in Canvas.**

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## ADDITIONAL UF RESOURCES

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### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).



Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.