

COURSE SYLLABUS

MMC 6936(02EE)—Special Topics in Mass Communication: Fundraising Communication Fundamentals

Instructors

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CANVAS WEBSITE: <https://lss.at.ufl.edu/>, click on “e-learning in Canvas, pull down MMC 6936 in courses menu.

COURSE OVERVIEW

This graduate special topics course focuses on the planning and execution of the tactics of fundraising, ranging from interpersonal communication tactics, such as small group meetings; to controlled media tactics, such as e-mail and videos; to social media tactics, such as Facebook and Twitter. The team-taught course consists of three modules, each covering four weeks and taught by an instructor with expertise in the module content. The course is taught in a laboratory setting with hands-on training. Students work individually and in teams to produce cutting-edge tactics grounded in theory. **Prerequisites:** Completion of PUR 6416 with a grade of “B-” or higher.

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, & ASSESSMENT

Upon successful completion of the course, students will possess valuable skills in the tactics of fundraising, skills that are applicable to fundraising’s primary programs of major gifts, annual giving, capital campaigns, and planned giving. The knowledge acquired in this course will benefit students who are seeking a career in the charitable nonprofit sector, as well as those who already are working in nonprofits and/or fundraising. Specifically, the course will enable students to:

1. Demonstrate appropriate use of communication tools and technologies relevant to fundraising practice; and
2. Demonstrate critical, creative, and independent thinking about fundraising problems.

Student Learning Outcome (SLO) 1 will be assessed by averaging individual scores on all writing and tactics assignments. SLO 2 will be assessed by individual average scores on the two components of the MMC 6936 final team project, the written plan and the oral presentation, which take into account other team members’ peer evaluations of each member’s contribution to the project. Scores for the written plan will be the average individual scores assigned by all MMC 6936 instructors at the conclusion of the course. Scores for the oral presentation will be the average individual scores assigned by all MMC 6936 instructors, which take into account scores assigned by a panel of nonprofit and fundraising practitioners, including administrators of the project’s nonprofit clients and

fundraisers from UF and other charitable nonprofit organizations, who serve as judges for the oral presentation at the last class session. Assessment rubrics will be distributed to the class early in the semester.

COURSE FORMAT

The course primarily follows a laboratory format supported by lectures, readings, and class discussions. Real-world scenarios are used to apply theory to practice. The course is taught in computer and broadcasting laboratories and in facilities featuring conference rooms. A high degree of student interaction is expected.

COURSE TEXTS

Required: Mathos, M., & Norman, C. (2012). *101 social media tactics for nonprofits: A field guide*. Hoboken, NJ: Wiley.

Nhat Hanh, T. (2013). *The art of communicating*. NY: HarperCollins.

The starter guide to nonprofit video storytelling. (n.d.). Available free at <http://resources.causevox.com/ebook/video-storytelling>.

Recommended: Adler, R. (2015). *Interplay: The process of interpersonal communication* (13th ed.). Oxford University Press.

Friedmann, A. (2014). *Writing for visual media* (4th ed.). New York: Focal Press. Electronically available free of charge from UF's Library West

Karin, A., & Ward, A. S. (2013). *Social change anytime everywhere: How to implement online multichannel strategies to spark advocacy, raise money, and engage your community* (1st ed.). Jossey-Bass.

Owens, J., & Millerson, G. (2012). *Video production handbook* (5th ed.). Waltham, MA: Focal Press.

The Chronicle of Philanthropy: <http://www.philanthropy.com>

CASE Currents http://www.case.org/Publications_and_Products/2015.html

Chapters from the required texts and additional readings assigned by instructors must be **read in advance** of the class dates for which they are assigned.

COURSE CONTENT & SCHEDULE

The course will be divided into four modules as follows:

DATES	MODULE & SUBJECT	READINGS	INSTRUCTOR
Weeks 1-5 Aug .21, Aug. 28, Sept. 11, Sept 18	1. Communication Fundamentals & Utilizing Digital and Social Media Channels	Class handouts Mathos & Norman (2012)	Rita Men
Weeks 6-10 Sept. 25, Oct. 2, Oct. 9, Oct. 16, Oct. 23	2. Business Communication Tactics & Producing Electronic Communication Tactics	Friedmann (2014); <i>Starter Guide to Nonprofit Video Storytelling</i> (n.d.)	James Babanikos
Weeks 11-15 Oct. 30, Nov. 6, Nov. 13, Nov. 20, Nov. 27	3. Business Communication Tactics & Mastering Interpersonal Communication Tactics	Adler (2015); Nhat Hanh (2013)	Michelle Hinson
Weeks 16 December 4	4. Team Project Discussion; Q & A	Class handouts	Rita Men

See “Weekly Course Plan” at the end of the syllabus.

GRADE COMPONENTS

The course grade will be determined on a 100-point scale as follows:

Class Participation	10%
Writing/Tactics Assignments	50% (SLO 1 Assessment)
Team Project	30% (SLO 2)
Team Project Oral Presentation	10% (SLO 2)

Writing and Tactics Assignments, produced individually or in teams throughout the semester, will account for 50% of the course grade. A **Team Project** in the form of a fundraising communication plan will account for 30% of the course grade. Students will be organized into three teams at the first class session. Teams will work throughout the semester to develop a written fundraising communication plan for a nonprofit client selected by the instructors that includes prototypes of 10 or more tactics. The completed written plans and tactics prototypes are due on December 11 prior to the final presentations. On December 11, the teams will present their project plans and tactics to the course instructors and a panel of client representatives and fundraising practitioners (**Team Project Oral Presentations**), who will rate the teams based on SLO 2. The instructors' and professionals' assessment will account for 10% of the course grade. The final 10% of the course grade will be determined by **Class Participation**.

Grading for the course follows current UF grading policies for assigning grade points (see <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

Grading Scale	
A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	70-77
D	60-69
E	59 or less

ATTENDANCE

Attendance is mandatory. Each student is allowed **two** excused absences for the semester, which should be sufficient for illnesses, work responsibilities, family crises, etc. Absences beyond two will result in a reduction of the course grade at the rate of 10 points for each absence beyond the number permitted. Students are responsible for all class work missed. Exceptions consistent with UF policies are allowed. These requirements for class attendance and make-up assignments are consistent with university policies that can be found in the online catalog at: <http://gradcatalog.ufl.edu/content.php?catoid=6&navoid=1219#attendance>.

STUDENTS WITH DISABILITIES

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

ONLINE COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

ACADEMIC INTEGRITY

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, students are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Students can review UF’s academic honesty guidelines in detail at: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

CLASSROOM CONDUCT

The College of Journalism and Communications is a professional school and professional decorum is expected at all times. This means the instructor and students adhere to workplace norms for collegial and respectful interaction. Students are expected to arrive on time and not leave the classroom until announced breaks or the end of the class.

Diversity

All discussions will be ruled by mutual respect for people and their opinions. Effective fundraising practice is dependent on gathering and understanding diverse viewpoints. Furthermore, professionalism requires an appreciation for the multicultural society and global economy in which students plan to work. Effectiveness in both practice and scholarship relies on an ability to recognize and embrace diversity in all its forms.

Other Rules

- Cell phones must be turned off during class.
- Students may only leave the classroom during official breaks (notify the instructor of emergencies).
- Reading unrelated material or talking while others are speaking is prohibited.
- Anyone violating these rules or disrupting class in other ways will be asked to leave the classroom.
- Students are urged to meet in-person with the instructor if they have questions or are having problems.
- E-mail and telephone inquiries to the instructor are encouraged for quick questions.

UF RESOURCES

- University counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx> or 392-1575
- University Police Department: 392-1111 or 911 for emergencies.

WEEKLY COURSE PLAN

The following weekly course plan is subject to change.

DATE	ROOM	MODULE, INSTRUCTOR, & TOPICS	TEXTS/ READINGS	ASSIGNMENTS
WEEKS 1 – 4	Weimer 2050	MODULE 1 Dr. Rita Linjuan Men Communication Fundamentals	Class handouts	Men
Aug. 21	Weimer 2050	<ul style="list-style-type: none"> • Introduction to Three Module Instructors & Overview of the Course. • Overview of Module 1. • Communication Fundamentals: Strategic Planning (e.g., Situational Analysis, SWOT, Goals & Objectives, Publics & Target Audiences). • Team Project. 	Class handouts.	<p>Writing/Tactics Assignment #1: Working in teams of three, conduct background research on the client organization and its fundraising programs including donor types and strategies and tactics used. Identify the strengths, weaknesses, opportunities, and challenges for the organization’s fundraising communication activities, and write up a situational analysis report. Based on the analysis, develop the goal and objective statements of a fundraising communication plan for the organization. Prepare a 15-20 minute presentation to share your findings with the class.</p> <p>DUE: Sep 11, 4:05 p.m.</p>
Aug. 28	Weimer 2050	<ul style="list-style-type: none"> • Client Meeting • Communication Fundamentals: Creative Thinking & Developing Effective Fundraising Communication Strategies. 	Class handouts.	
Sept. 5	HOLIDAY NO CLASS			
Sept. 11	Weimer 2050	<p>Team Presentations.</p> <p>Understanding Digital and Social Media Communication: Theories, Principles, and Implications for Fundraising.</p> <ul style="list-style-type: none"> • The media landscape in the 21st century: traditional and social media channels • Social media fundamentals (e.g., definition, evolvment, 	Mathos & Norman, Chaps 1-2; Men & Tsai (2012); Taylor & Kent (2014); Wiencierz, Pöppel, & Röttger (2015).	<p>Writing/Tactics Assignment #2: Choose one social media theory discussed in class or in the assigned readings and write a two-page reaction paper that discusses how the theory can be applied in effective social fundraising. What are the practical implications of</p>

		<p>characteristics /advantages, tools, etc.)</p> <ul style="list-style-type: none"> Theories and research (e.g., engagement, dialogical communication, sense of community, empowerment, uses and gratification, online relationship management, etc.) Social media and e-philanthropy /fundraising Team meetings. 		<p>the theory for fundraisers and nonprofit management?</p> <p>DUE: Sept. 18, 4:05 p.m.</p>
Sept. 18	Weimer 2050	<p>Using Digital and Social Media Tools in Fundraising: Tactics, Cases, and Application.</p> <ul style="list-style-type: none"> Detailed introduction of each social media platform and how to use it for fundraising <ul style="list-style-type: none"> Facebook Twitter YouTube Instagram Blog SEO, etc. Review of cases (e.g., ice bucket challenge). Class exercises & discussions. Team meetings. 	Mathos & Norman, Chaps 3-4	<p>Writing/Tactics Assignment #3: Register your nonprofit client on one social media channel of your choice (e.g., Facebook, Twitter, or Instagram). Engage on behalf of the nonprofit by actively and continuously posting for five days. (Note: Posting multiple messages once a day is insufficient.) Turn in a screenshot of your social media page in a word document by email.</p> <p>DUE: Sept 25, 4:05 p.m.</p>
WEEKS 6 – 10	Weimer 2050 & Editing Lab	MODULE 2 Business Communication Tactics & Producing Electronic Communication Tactics	Class Handouts plus the readings/video modules listed below.	Babanikos
Sept. 25	Weimer 2050	<ul style="list-style-type: none"> Overview of Module 2. When, why and how to use video in fundraising. Importance of storytelling, of making an emotional connection with your audience. 	<ul style="list-style-type: none"> - <i>Starter Guide</i>, pp. 1-28; - Friedmann, pp.9-21 & pp. 47-66; 	<p>Writing/Tactics Assignment #4: Working with your team of three, you will write a profile that can be used as part of the fundraising communication plan. Profiles must include</p>

		<ul style="list-style-type: none"> • Basic steps to make an effective fundraising video. • Power of the individual shot – using the camera to get the emotional, intellectual and psychological response you want from your audience. 		<p>still photos.</p> <p>DUE: October 9, 4:05pm</p> <p>Writing/Tactics Assignment #5: Working with your team of three, you will also do a video profile on the same person you’re writing a written profile on. You’ll shoot an interview and B-roll (visuals) as a group, but then you will individually edit a two-three minute video profile on this person.</p> <p>DUE: October 23, 7:05pm</p>
Oct. 2	Weimer 2050	<p>The Power of Editing. Putting Together a Script.</p> <ul style="list-style-type: none"> • Start with program design information - need/problem, objectives/goals, target audience, utilization • Then think about the concept • Visualization • Script structure. 	<ul style="list-style-type: none"> - <i>Starter Guide</i>, pp. 29-53; - Friedmann, pp.23-46; - Houston Wells’ four video editing tutorials. 	<p>Writing/Tactics Assignment #6: Working with your team of three, you will write a one-two-page treatment for a five-minute promotional video on the nonprofit client that will be used for fundraising.</p> <p>DUE: October 9, 4:05pm</p>
Oct. 9	Weimer 2050, and then Editing Lab	<ul style="list-style-type: none"> • Writing Narration. Various storytelling formats – first person, third person, dialogue-driven, text-driven, etc. • Editing. 	<ul style="list-style-type: none"> - Lynda.com... Premiere Pro CC 2015 Essential Training, Modules 1, 2, 3, 4, 8, 12, 13, 15 	<p>Writing/Tactics Assignment #7: Working with your team of three, you will write a script for the five-minute promotional video you wrote a treatment for last week. The script needs to be creative, visually dynamic, and effective.</p> <p>DUE: October 23, 4:05pm</p>
Oct. 16	Weimer 2050 and then Editing Lab	<ul style="list-style-type: none"> • Guest speaker. • Editing. 	<ul style="list-style-type: none"> - Lynda.com... Premiere Pro CC 2015 Essential Training, Modules 1, 2, 3, 4, 8, 12, 13, 15 	
Oct. 23	Weimer 2050 and then Editing Lab	<ul style="list-style-type: none"> • Putting Together Your Organization’s (Audio-Visual) Story. • Editing. 	<ul style="list-style-type: none"> - Lynda.com... Premiere Pro CC 2015 Essential Training, Modules 1, 	

WEEKS 11 – 15	Weimer 2050	MODULE 3 Business Communication Tactics & Mastering Interpersonal Communication Tactics with Diverse Publics	2, 3, 4, 8, 12, 13, 15 Adler (2015); Nhat Hanh (2013)	Hinson
Oct. 30	Weimer 2050	<ul style="list-style-type: none"> • Overview of Module 3. • Introduction to interpersonal communication. • Perceptions of self and others. • Adopting an “other-orientation.” • Interpersonal tactic: Face-to-face conversations. • Active listening 	<p>Adler (2015): Chapter 3. Interpersonal Communication and the Self.</p> <p>Chapter 4. Perceiving Others.</p> <p>Chapter 7. Listening: Receiving and Responding.</p>	<p>Writing/Tactics Assignment #7: Journal: Assessing Your Interpersonal Communication Growth. Each week, assess your interpersonal communication interactions for the prior week. (1-2 pages per week). Each entry should describe your active efforts to improve your interpersonal communication skills. Be specific! Be sure to include successes and non successes in your journal entries. After the description, suggest reasons why you might have been more or less successful in the situation. (Further details provided in handout.)</p> <p>DUE: November 27, 4:05 p.m.</p>
Nov. 6	Weimer 2050	<p>Serving Diverse Publics, Adapting to Others.</p> <ul style="list-style-type: none"> • Understanding diversity and culture • Listening and responding skills • Interpersonal tactic: Small group meetings. <p>Team Meetings.</p>	<p>Adler (2015): Chapter 8. Emotions. Chapter 9. Dynamics of Interpersonal Relationships.</p>	<p>Writing/Tactics Assignment #8: Solicitation Letter: Working with your project team, develop two solicitation letters. Identify two different audiences and write one letter for each. Will discuss further in class.</p> <p>DUE: November 13, 4:05 p. m.</p>
Nov. 13	Weimer 2050	<p>Serving Diverse Publics, Adapting to Others.</p> <ul style="list-style-type: none"> • Embracing and optimizing diverse donor publics. 	<p>Adler (2015): Chapter 6. Nonverbal Communication</p> <p>Chapter 11.</p>	<p>Writing/Tactics Assignment #9: Draft a script for an in-person solicitation</p>

		<ul style="list-style-type: none"> • Verbal communication skills. • Nonverbal communication skills. • Conflict management. <p>Team Meetings.</p>	<p>Communication Climate.</p> <p>Chapter 12. Managing Conflict.</p> <p>Karin, A., & Ward, A. S. (2013): Chapter 4. Fundraising Anytime Everywhere (to be provided).</p>	<p>DUE: November 20, 4:05 p.m.</p>
Nov. 20	Weimer 2050	<p>Adapting to Others: Communicating with Cultural Relevance.</p> <ul style="list-style-type: none"> • Values and traditions • Embracing and optimizing diverse donor publics • Changing demographic landscapes in the U.S. and abroad. 	<p>Adler (2015): Chapter 2. Culture and Interpersonal Communication.</p>	<p>Writing/Tactics Assignment:</p> <p>Revise Solicitation Letters</p> <p>Revise Script</p> <p>DUE: November 27, 4:05 p.m.</p>
Nov. 27	Weimer 2050	<p>Practicing Mindful Communication.</p> <p>Team Meetings.</p>	<p>Adler (2015): Chapter 5. Language.</p> <p>Nhat Hanh , T. (2013): Chapter 3. The Keys to Communicating with Others.</p> <p>Chapter 9. Practices for Compassionate Communication.</p>	<p>DUE: November 27, 4:05 p.m.</p> <p>Journals Due</p> <p>Solicitation Letters Due</p> <p>Script Due</p>
WEEKS 16	Weimer 2050	MODULE 4		Men
Dec. 4	Weimer 2050	<ul style="list-style-type: none"> • Module wrap-up • Team project • Q & A • Course evaluation 		
Dec. 11, 5:30 to 7:30 p.m.	AHA! Co-Lab	PROJECT PRESENTATIONS		All the Instructors & a Panel of Client Representatives and Fundraisers