

Department of Public Relations
College of Journalism and Communications
UNIVERSITY OF FLORIDA ON ZOOM

2023 Spring Semester
M – Period 7 and 8; W -- Period 7

SYLLABUS

PUR 4410 — PRINCIPLES OF FUNDRAISING

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COURSE DESCRIPTION:

PUR 4410 — Principles of Fund Raising reviews the public relations specialization of fundraising — the high demand, low supply profession unique to the charitable nonprofit subsector.

Prerequisites: PUR 3000, PUR 3500.

COURSE FORMAT:

The course consists of lectures by professor and guest speakers combined with students' interactive discussions, readings and a professional development officer shadowing experience. Guest speakers will join the class to demonstrate how scholarly principles are related to the professional practice of fundraising. Students will spend 15 hours outside of class shadowing a professional fundraiser at a local charitable organization. Students will engage in a team presentation on a selected topic related to the studies during the semester and complete an open book exam. The course requires regular attendance as well as active and engaged student interaction.

COURSE GOALS:

The overall goal of this professional elective course is to prepare students for career positions in fundraising. The course enables students to gain an understanding of:

- (1) Fundraising as a specialization of public relations and an important management function of charitable organizations;
- (2) The historical development and contemporary status of fundraising practice, with emphasis on law and ethics; and
- (3) The principles, process, and programs of fundraising, including
 - systems theory, theory of the commons, situational theory of publics,
 - theory of fundraising practitioner roles, and specializations within the sector
 - primary programs of annual giving and major gifts, and tactics to implement those
 - underlying communications principles for effective fundraising

COURSE OBJECTIVES:

This course adheres to the 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.

COURSE TEXTS:

Required: Shaker, Genevieve G., et. al. (2020). *Achieving excellence in fundraising* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc. Available on Amazon. (ACE)

Required: VanHuss, Katrina, et.al. (2023) *Social fundraising: Mining the new peer-to-peer landscape*. Independently published. Available on Amazon. (SF)

Recommended: *The Chronicle of Philanthropy* – online at <https://www.chronicle.com/>.

Recommended: *The Nonprofit Quarterly* – online at <https://www.nonprofitquarterly.org>
Stories from *The Chronicle* and *The Nonprofit Quarterly* will be discussed regularly. Chapters from the textbooks are assigned in the “Weekly Course Plan” of this syllabus.

Additional assigned readings will be emailed to you as either pdf or as an online link. All readings must be **read in advance** of the class dates for which they are listed. Also, students are expected to monitor trade publications and the mass media for local, national, and international news related to fundraising, which will be used in class discussions.

STUDENT GRADE COMPONENTS:

A **Semester Examination** will measure students' understanding of the principles and process of fundraising as learned through the assigned readings, speakers, and activities. It will account for 35% of the course grade.

A **Shadowing/Tactic Project** will account for 35% of the course grade. At the beginning of the semester, students will shadow a professional development officer of a local nonprofit organization. Students will select one charitable nonprofit organization in Gainesville or the nearby area from listings available at GuideStar (www.guidestar.org) or the North Central Florida Community Foundation's listing of nonprofits.

An oral **Team Presentation** will determine 20% of the course grade. The presentation will examine fundraising topics based on articles from *The Chronicle of Philanthropy* (philanthropy.com) or *The Nonprofit Quarterly*. (nonprofitquarterly.org) or from topics during class discussions or guest lectures. Students will organize themselves into teams of three to four members and select the team's top preference of topics and submit that to the instructor for approval before starting the presentation.

The presentation will last approximately 30 minutes and consist of a PowerPoint® or Prezi® show with each team member lecturing for approximately six minutes on a component of the topic. The presentation will be graded on key elements, and peer evaluations will be used to assign grades to individual members.

Class Participation will account for 5% of the course grade, as determined by such efforts as discussing readings in class, satisfactorily completing assignments and asking questions of guest speakers regarding their presentations.

Class Attendance will account for 5% of the course grade. One excused absence will be permitted.

Summarizing, the course grade will be determined on a 100-point scale as follows:

Class Attendance	5%
Class Participation	5%
Team Presentation	20%
Semester Exam	35%
Shadowing/Tactic Project	35%

Grading for the course follows current UF grading policies for assigning grade points (see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>)

Grading Scale: 93-100 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 59 or less = E.

ATTENDANCE:

On-screen, camera on, attendance is mandatory. Each student is allowed one excused absence for the semester, which should be sufficient for illnesses, transportation problems, family crises, university-sponsored activities, etc. Excused absences should be submitted in advance unless it is a true emergency. Unexcused absences beyond two will result in a reduction of the course grade one grade level for each absence. Students are responsible for all class work missed. They should consult with classmates, rather than the instructor, to obtain information on lectures, assignments, and other matters.

MAKEUPS AND LATE ASSIGNMENTS:

The policy of the course is that there will be no make-up exams or extensions of deadlines except in true emergencies. Dates have been announced in advance in the "Weekly Course Plan" so that students can schedule other activities around these deadlines. Exceptions will be rare and made only in cases of extraordinary, documented circumstances, as determined by the instructor. Any make-up exams administered, or late assignments accepted will be graded lower than work turned in on time.

TECHNICAL ASSISTANCE:

Technical assistance accessing the Zoom course or any of the University's systems should be resolved with the UF helpdesk reached at <https://helpdesk.ufl.edu> or by calling 352-392-4357.

USE OF AI:

AI Submission of Intellectual Property

When submitting materials to AI tools, such as assignment instructions or other content, ensure you have the appropriate permissions for any copyrighted elements. Additionally, avoid sharing any information protected under FERPA, including personal data from educational records (provided via ChatGPT, 2024).

AI Policy for Student Work

In this course you will be asked to use generative AI for one specific assignment. For that assignment, use AI creatively, be thoughtful with your prompts, and use multiple prompts to see the differences you get from those prompts. Be sure to fact check everything that AI produces and do not take it as accurate, without sourcing it. AI is commonly used in the profession, so familiarity with generative AI tools is important. However, do not let your creative thinking and editing skills lapse! When AI is allowed or encouraged for this specific assignment, you will need to document how AI was used. This could include providing your original prompts, showing the editing that you did to the created content, or using appropriate citation of information obtained via generative AI.

All other assignments must be completed on your own. Students are here to learn how to be communications professionals and many of the assignments in the class ask YOU for your own thoughts, opinions and reflections. AI can be useful, but other than the one assignment where I am requesting that you use AI, you should not use it on any other assignment. If AI wrote your assignment, it is not your own work.

If you are using AI when not explicitly allowed, that is considered a violation of the honor code as you are presenting content as your own that was not fully created by you. There are various AI detection tools available (built within Canvas and externally such as (ZeroGPT), and many AI platforms follow very formulaic response patterns.

If I am concerned that your work is not your own, I will try to verify the originality of your work. If unable to do so, I may ask you to resubmit the assignment detailing how you arrived at your submission. If evidence is found that your work is AI generated, I will submit your assignment as violating the honor code.

CLASSROOM CONDUCT:

The College of Journalism and Communications is a professional school, and professional decorum is always expected. 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.

Other Rules of Engagement:

- This class is virtual, and students are expected to have their cameras on and actively participate during class sessions.
- Cell phones must be turned off during class.
- Photos and other recordings are prohibited unless approved in advance by the instructor.
- Students may only leave the classroom zoom 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 via zoom personally with the instructor if they have questions or are having problems. Office hours are by appointment.
- Email inquiries to the instructor should be limited to questions that are not answered elsewhere (e.g., the syllabus). Formal composition and clear and concise writing are required. Email messages will be answered within one day, so plan ahead.
- Phone calls or texts are to be used for emergency situations only. Please leave a clear voice mail slowly speaking your name and phone number for a return call.

UF ACADEMIC POLICIES AND RESOURCES: Here is a link to academic policies and resources at UF. <https://go.ufl.edu/syllabuspolicies>

FINAL CAVEAT:

This syllabus is subject to change, as the instructor deems appropriate and necessary.

Weekly Course Plan follows this – please see additional pages.

Principles of Fundraising Weekly Course Plan:

<p>Week 1 January 12/14</p>	<p>Topics:</p>	<p>Introduction to the course. Overview of requirements, Fundraising as a specialization of public relations. Provide overview of fundraising as a profession.</p>
	<p>Upcoming Assignments:</p>	<p>1. Survey three individuals about their definition of fundraising and what fundraising professionals do. Type up one-two page report of findings along with your summary of thoughts. Due January 20.</p> <p>2. Identify a charitable nonprofit for the Shadowing Tactical Project. Select a 501c3 charitable organization and provide the fundraiser's contact information. Due on January 23. NOTE: professor will review for duplications and discussion.</p> <p><i>Hint: Browse the Community Foundation North Central Florida nonprofit search for local nonprofit ideas.</i> <i>https://www.cfncf.org</i></p> <p>3. Write a draft email of a business style letter you prepare to the fundraiser at your selected organization and submit a copy to professor – due by January 26.</p> <p>4. Identify a global or cross cultural nonprofit in the social justice, advocacy or social change space, write up a one-two page summary of the organization and why it is relevant and submit by January 28.</p>

<p>Week 2 January 19/21</p> <p>19 – no class for holiday</p>	<p>Topic:</p> <p>Readings:</p> <p>Guest speaker:</p> <p>Due and Upcoming Assignments:</p>	<p>The Economic Impact of the Nonprofit Sector. Theory, ethics and legalities of fundraising, context for fundraising and fundraising across sectors.</p> <p>Read <i>Achieving Excellence in Fundraising</i> (ACE) pages 1 through 89.</p> <p>Guest speaker Ms. Leah McDermott - Economic Impact of Nonprofit Sector in Florida.</p> <p>Due: Write up on fundraising interviews is due January 20. Upcoming: 1. Identify a charitable nonprofit for the Shadowing Tactical Project. Select a 501c3 charitable organization and provide the fundraiser's contact information. Due on January 23. NOTE: professor will review for duplications and discussion.</p> <p><i>Hint: Browse the Community Foundation North Central Florida nonprofit search for local nonprofit ideas.</i> <i>https://www.cfncf.org</i></p> <p>2. Write a draft email of a business style letter to the fundraiser at your selected organization. Submit a copy to professor – due by January 26.</p> <p>3. Identify a global or cross cultural nonprofit in the social justice, advocacy or social change space, write up a one-two page summary of the organization and why it is relevant and submit by January 28.</p>
<p>Week 3 January 26/28</p>	<p>Topics:</p> <p>Readings:</p> <p>Guest Speaker</p> <p>Due and New Assignments:</p>	<p>Global philanthropy and cross cultural fundraising, advocacy, social justice and social change fundraising. Representation of minorities and genders as donors and fundraisers. Social Fundraising – donors and their motivations.</p> <p>Read <i>ACE</i> pages 91 through 111, and Tables 29.1 and 29.2 on page 541 on giving by race. Read <i>SF</i> pages 1-52. Articles to be provided by professor.</p> <p>Ms. Lesley Banis - nonprofit sector of North Central Florida.</p> <p>Due: 1. Business letter to desired nonprofit - January 26. 2. Global, cross-cultural nonprofit write up - January 28.</p> <p>New: Identify and send by Feb. 2, a news article or video about illegal or unethical fundraising by an individual or organization. Submit a one-two page paper summarizing your findings and opinions.</p>

Week 4 January February 2/4	<p>Topics:</p> <p>Readings:</p> <p>Due and New Assignments:</p>	<p>Historical Context of Fundraising and Models of Practice. Design choices about social impacts on constituent relations.</p> <p>Read <i>SF</i> pages 27-106. Review <i>ACE</i>, chart 18.1. page 208. Articles to be provided by professor.</p> <p>Due: Article/video and your paper on re- illegal or unethical fundraising due Feb. 2. New: Article/video and paper about highly successful (NOT SOCIAL) fundraising program or tactic by an organization, due by Feb. 9.</p>
Week 5 February 9/11	<p>Topics:</p> <p>Readings:</p> <p>Guest speaker:</p> <p>Due and New Assignments:</p>	<p>Organizational foundation for effective fundraising, roles of practitioners. Donor centric messages.</p> <p><i>ACE</i> pages 115 to 203. <i>SF</i> pages 117-160.</p> <p>Guest speaker to be announced.</p> <p>Due: A news article/video about successful fundraising program or tactic by an organization due February 8. New: Find an example of a successful <u>social</u> fundraising campaign and submit link to professor with one-two page observations of strengths and weaknesses by February 16.</p>
Week 6 February 16/18	<p>Topics:</p> <p>Readings:</p> <p>Due and New Assignments:</p>	<p>The fundraising team – management, leadership, board and volunteers.</p> <p><i>ACE</i> pages 207-253. <i>SF</i> pages 179 -203.</p> <p>Due: Example of a successful social fundraising campaign and one page observations due February 16. New: Form your team and select your topic for the team presentation. Team lists and topics are due in class discussion on February 23.</p>
Week 7 February 23/25	<p>Topics:</p> <p>Readings:</p> <p>Due Assignment:</p>	<p>Fundraising programs to build donor base. Social fundraising with social media.</p> <p><i>ACE</i> pages 257-303. <i>SF</i> pages 135-178.</p> <p>Due: Team lists with names of members and the selected topics for presentation are due February 23 in class.</p>
Week 8 March 2/4	<p>Topics:</p> <p>Readings:</p> <p>New Assignment:</p>	<p>The theoretic context of fundraising. Understanding and engaging diverse individual donors. Maintaining momentum in social fundraising. Review nonprofit websites.</p> <p><i>ACE</i> pages 307-378. <i>SF</i> 227-242.</p> <p>New: Review the website of your selected nonprofit and write a paper sharing what works and suggestions for improvement. Due March 11.</p>

Week 9 March 9/11	Topics:	ROPES as a fundraising process. Strategies for major gift fundraising and institutional gifts. Role of grantmaking foundations and donor advised funds.
	Readings:	ACE, pages 381-462. Articles to be provided by professor.
	Guest speaker:	Barzella Papa, President, Community Foundation of North Central Florida on March 11. March 9 – Review examination preparation highlights.
	Due Assignment:	Due: Website analysis paper, due March 11.
Week 10	No Class Spring Break	No Class
Week 11 March 23/25	Topics:	March 23 - Semester Examination.
	Assignments:	None – prepare for team presentations.
Week 12 March 30/ April 1	Topics:	Team Presentations
	Assignments:	Due - Completed team evaluation form.
Week 13 April 6/8	Topics:	Team Presentations
	Due and New Assignments:	Due: 1. Completed Shadowing Project Form signed by fundraiser due on April 6. 2. Completed team evaluation form due at end of class. New: Research and submit one possible internship or professional fundraising position of interest by April 13.
Week 14 April 13/15	Topics:	Career options and paths in professional fundraising.
	Due Assignment:	Due: Research and submit one possible internship or professional fundraising position of interest by April 13.
Week 15 April 20/22	Topics:	Jobs and internships – support.
	Due Assignment:	Due: Submit shadowing paper and tactical project, with budget and timeline by midnight on April 22.