

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 four 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. Write correctly and clearly in forms and styles appropriate for fundraising practice;
2. Demonstrate appropriate use of tools and technologies relevant to fundraising practice; and
3. 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 students’ earned scores on a semester-long team project, which take into account other team members’ peer evaluations of each member’s contribution to the project. SLO 3 will be assessed by the semester-long term project’s written plan and tactics prototypes, as well as ratings of the team project oral presentations assigned by client representatives and a panel of fundraising practitioners 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: Course Pack for Module 2. Purchase at Book IT! (corner of 13th St. and University Ave., Gainesville, FL.).

Friedmann, A. (2014). *Writing for visual media* (4th ed.). New York: Focal Press.

Korzenny, F., & Korzenny, B.A. (2011). *Hispanic marketing: Connecting with the new Latino consumer* (2nd ed.). Routledge.

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

Portnoy, D. (2012). *The non-profit narrative: How telling stories can change the world*. Melbourne, AU: PMG Press.

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

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

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 – 4 Aug. 27, Sept. 3, Sept. 10, Sept. 17	1: Writing Effective Business Communication Tactics	Portnoy (2012)	Dr. Dodd
Weeks 5-8 Sept. 24, Oct. 1, Oct. 8, Oct. 15	2. Mastering Interpersonal Communication Tactics with Diverse Publics	Korzenny & Korzenny (2011), Course Pack	Dr. Coffey
Weeks 9-12 Oct. 22, Oct. 29, Nov. 5, Nov. 12	3. Producing Electronic Communication Tactics	Friedmann (2014); Owens & Miller (2012); <i>Starter Guide to Nonprofit Video Storytelling</i> (n.d.)	Dr. Babanikos
Weeks 13-15 Nov. 19, Dec. 3, Dec. 16	4. Utilizing Digital and Social Media Communication Channels	Mathos & Norman (2012)	Dr. 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% (SLOs 2 & 3 Assessment)
Team Project Oral Presentation	10% (SLOs 2 & 3 Assessment)

Writing and Tactics Assignments, produced individually throughout the semester, will account for 50% of the course grade. A **Team Project** will account for 30% of the course grade. Students will be organized into two teams

Grade Components cont.

of two to three students at the second class session. Teams will work throughout the semester to develop a written fundraising plan that includes prototypes of 10 or more tactics. The client for the project is the Gainesville Fine Arts Association (GFAA), which needs to raise money for expenses related to moving into its first “home” in October 2015. The completed written plans and tactics prototypes are due at the last class session on December 16 (the designated final exam period for the course). At that session, the teams will present their project plans and tactics to GFAA officers and trustees and a panel of fundraising practitioners (**Team Project Oral Presentations**), who will rate the teams based on SLO 3. The 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

Academic Integrity cont.

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.

Academic Integrity cont.

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 3028	MODULE 1 Dr. Julie Dodd Writing Effective Business Communication Tactics	Portnoy (2012)	
Aug. 27	Weimer 3028	<ul style="list-style-type: none"> • Introduction to Four Module Instructors & Overview of the Course. • Team Project & Client, the Gainesville Fine Arts Association (GFAA). • Overview of Module 1. • Review fundamentals of developing a fundraising 	http://www.gainesvillefinearts.org/	Writing/Tactics Assignment #1: Working in teams of two, analyze and write a report on the GFAA website, materials, social media use, and fundraising activities and strategies. Evaluate using Portnoy’s (2012)

		<p>campaign – ROPES, SWOT, power of storytelling, thinking of package.</p> <ul style="list-style-type: none"> • <i>Friday, August 28, 6-10 p.m., Santa Fe Gallery: GFAA Art Exhibit & Silent Auction Fundraising Event.</i> 		<p>recommendations and Scully’s (2015) guidelines for creating a compelling case statement. Identify a comparable arts organization and write an analysis on it, determining aspects of this organization’s communication and fundraising that could be useful in developing the GFAA fundraising campaign. Make a 10-minute oral presentation on your findings. DUE: Sept. 3, 4:05 p.m.</p>
Sept. 3	Weimer 3028	<p>Communication to tell an organization’s story and market need for fundraising. – applying Portnoy (2012).</p> <ul style="list-style-type: none"> • Oral Presentations on analyses of GFAA and other arts organization. • Group brainstorming on GFAA as client. • Organize class into two teams and hold initial meetings. • GFAA President Karen Koegel presentation and Q&A. 	<p>Portnoy, Chaps. 1-4; Scully (2015, available online at http://www.case.org/Publications_and_Products.html)</p>	<p>Writing/Tactics Assignment #2: Working with your project team, draft a written case statement for GFAA. In a written supplemental report, propose key messages for the campaign and provide your rationale. Address any special challenges or opportunities for fundraising based on GFAA’s current approach. Develop two solicitation letters – one for a large-gift donor and one for small-gift donors. DUE: Sept. 10, 4:05 p.m.</p>
Sept. 10	Weimer 3028	<ul style="list-style-type: none"> • Guest speaker: (Fundraiser working for arts organization). • Planning the communication package for fundraising – written pieces, still photos and captions, and planning for video and social media – applying Portnoy (2012). • Team meetings. 	<p>Portnoy, Chaps 5-8.</p>	<p>Writing/Tactics Assignment #3: Working with your team, produce two profiles that can be used as part of the fundraising campaign: one of a GFAA artist and one of a GFAA donor. Profiles must include still photos and cutlines. In addition, write an explanation of how the profiles could be expanded into video profiles that could be developed later in the course. DUE: Sept. 17, 4:05 p.m.</p>
Sept. 17	Weimer 3028	<p>Support materials for fundraising campaign – written pieces for newsletter, website.</p> <ul style="list-style-type: none"> • Team meetings. 	<p>Leave-behind materials about GFAA and First Home. Solicitation and</p>	<p>Develop report for moving to next modules.</p>

			stewardship communication – small-gift donors, large-gift donors.	
WEEKS 5 – 8	AHA! Co-Lab Weimer 3201	MODULE 2 Mastering Interpersonal Communication Tactics with Diverse Publics	Korzenny & Korzenny (2011), Course Pack	Coffey
Sept. 24	Weimer 3201	<ul style="list-style-type: none"> • Overview of Module 2. • Introduction to interpersonal communication. • Perceptions of self and others. • Adopting an “other-orientation.” • Interpersonal tactic: Face-to-face conversations. • Successful donor interpersonal interactions. 	Beebe, Beebe, & Redmond (2013), Chap. 3..	<p>Writing/Tactics Assignment #4: Interpersonal Communications: A Personal Assessment. Students will use personal interviews to identify their strengths and weaknesses in interpersonal communications, then write a 4-5 page summary and reflection paper. (Further details provided in handout.)</p> <p>DUE: Oct. 1, 4:05 p.m.</p>
Oct. 1	Weimer 3201	<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. • Team Meetings. 	Beebe, Beebe, & Redmond (2013), Chaps. 4-5.	
Oct. 8	Weimer 3201	<p>Adapting to Others: African American and Hispanic Publics.</p> <ul style="list-style-type: none"> • Changing demographic landscapes in the U.S. and abroad • Values and traditions • Embracing and optimizing diverse donor publics • Communicating with cultural relevance. 	<p>Excerpts from selected readings:</p> <ul style="list-style-type: none"> - Burnett & Hoffman (2010); - Fulwood & Thomas (2011); OR - Gasman & Sedgwick (Eds.; 2005); - Miller & Kemp (2005), - Korzenny & Korzenny (2011). 	<p>Writing/Tactics Assignment #5: Small Group Communications: Navigating Culture. Students will apply course material to develop (1) Diversity strategy recommendations related to fundraising for the client and (2) a Discussion Guide for communicating this to a small group. (Further details in handout.)</p> <p>DUE: Oct. 15, 4:05 p.m.</p>
Oct. 15	Weimer 3201	<ul style="list-style-type: none"> • Asian American Publics. • International Publics: Values and traditions. • Embracing and optimizing diverse donor publics. • Verbal communication skills. • Nonverbal communication skills. 	<p>Excerpts from selected readings:</p> <ul style="list-style-type: none"> - Liu, Volcic, & Gallois (2010); - Deardorff (Ed.; 2009); - Landis, Bennett, & Bennett (3rd ed.; 	

		<ul style="list-style-type: none"> • Conflict management. • Team Meetings. 	<p>2003);</p> <ul style="list-style-type: none"> - Shütte & Ciarlante (1998); - Coffey (2013); - Morse (2009). 	
WEEKS 9 – 12	Weimer3028 & Editing Lab	MODULE 3 Producing Electronic Communication Tactics	<p>Friedmann (2014) Free Online:</p> <ul style="list-style-type: none"> • <i>The Starter Guide to Nonprofit Video Storytelling</i> (n.d.) • TV/Video Production Course at http://cybercollege.com/tvp_ind.htm • Lynda.com Editing Workshops 	Babanikos
Oct. 22	Weimer 3028	<ul style="list-style-type: none"> • Overview of Module 3. • When, why and how to use video in fundraising. • Importance of storytelling, of making an emotional connection with your audience. • 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. 	<ul style="list-style-type: none"> - <i>Starter Guide</i>, pp. 1-28; - Friedmann, pp.9-21 & pp. 47-66; - TV/Video Production Course, modules on the camera, composition and audio. 	<p>Writing/Tactics Assignment #6: Working in groups of two, you will shoot an interview and B-roll (visuals) on a GFAA artist. You will then individually edit a 75-90 second profile on this artist. DUE: Nov 5, 4:05 p.m.</p>
Oct. 29	Weimer 3028	<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; - TV/Video Production Course, modules on editing; - Lynda.com, modules on editing using Adobe Premiere Pro. 	<p>Writing/Tactics Assignment #7: You will each write a script for a four-minute promotional video on the GFAA that will be used for fundraising. The script needs to be creative, visually dynamic, and effective. DUE: Nov 5, 4:05 p.m.</p>
Nov. 5	Weimer Editing Lab	<p>Writing Narration. Various storytelling formats – first person, third person, dialogue-driven, text-driven, etc.</p>	<ul style="list-style-type: none"> - Friedmann, pp. 87-168; - Lynda.com, modules on editing using Adobe Premiere Pro. 	<p>Writing/Tactics Assignment #8: In groups of three students, you will select the most effective promotional script of the group, and produce that as a capstone project for this module. DUE: Nov 19, 4:00 p.m.</p>
Nov. 12	Weimer	Putting Together Your	- Lynda.com, modules	

	Editing Lab	Organization's (Audio-Visual) Story.	on editing using Adobe Premiere Pro..	
WEEKS 13 – 16	Weimer3028	MODULE 4 Utilizing Digital and Social Media Communication Channels	Mathos & Norman (2012)	Men
Nov. 19	Weimer 3028	<ul style="list-style-type: none"> • Overview of Module 4. • Understanding Digital and Social Media Communication: Theories, Principles, and Implications for Fundraising. <ul style="list-style-type: none"> • The media landscape in the 21st century: traditional and social media channels; human touch and electronic touch • Social media fundamentals (e.g., definition, evolution, characteristics /advantages, tools, etc.) • Theories and research (e.g., engagement, dialogical communication, sense of community, empowerment, uses and gratification, online relationship management, diffusion of innovation, etc.) • Social media and e-philanthropy /fundraising • Team meetings. 	Mathos & Norman, Chaps 1-2; Men & Tsai (2012); Taylor & Kent (2014); Wiencierz, Pöppel, & Röttger (2015).	Writing/Tactics Assignment #9: Register GFAA on one social media channel of your choice (e.g., Facebook, Twitter, or Instagram). Invite your friends to follow the page and engage them on behalf of the nonprofit by actively and continuously posting for seven days. (Note: Posting multiple messages once a day is insufficient.) Turn in a screenshot of your social media page. DUE: Dec. 3, 4:05 p.m.
Nov. 26		THANKSGIVING HOLIDAY		
Dec. 3	Weimer 3028	<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 ○ Foursquare ○ Instagram/Flickr ○ Blog ○ SEO, etc. • Review of cases (e.g., ice bucket challenge). • Class exercises & discussions. • Team meetings. 	Mathos & Norman, Chaps 3-4; Auger (2013); Lovejoy & Saxton (2012); Saxton & Waters (2014).	Writing/Tactics Assignment #10: 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 the theory for fundraisers and nonprofit management? DUE: Dec. 16, 11:00 a.m.
Wednesday Dec. 16 11:00 a.m.-1:00 p.m.	AHA! Co-Lab	<ul style="list-style-type: none"> • Evaluating the Success of Digital and Social Media Communication: Measurement and Metrics. 	- Mathos & Norman, Chap. 5; - Likely (2015); - Men & Tsai (2014);	DUE: Team Project.

		<ul style="list-style-type: none"> • Measurement models. • Social media metrics. • Google analytics. <p>➤ Team Project Oral Presentations to GFAA Officers & Trustees and Fundraising Practitioners.</p>	<ul style="list-style-type: none"> - O’Neil (2013); - Watson (2012). 	
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Happy Holidays!