

**Department of Public Relations
College of Journalism and Communications
Period 8
UNIVERSITY OF FLORIDA ON ZOOM**

**2024 Fall Semester
T – Periods 8 & 9; TH --**

**SYLLABUS
PUR 4410 — PRINCIPLES OF FUNDRAISING**

**Instructor: Debbie Mason, CFRE, APR, CPRC, Fellow PRSA
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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, guest speakers, interactive discussions, readings and a 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. Active and engaged student interaction is expected in each class.

COURSE GOALS:

The overall goal of this professional elective course is to prepare students for career positions in fundraising as a professional fundraiser or a communications professional supporting nonprofit fundraising teams. 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.

GRADE DISTRIBUTION:

A **Semester Examination** will be given in Week #12 of the semester. It will measure students' understanding of the principles and process of fundraising 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 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.

The organization must employ at least one full-time fundraiser (volunteer fundraisers are not acceptable). The names of the selected charity and fundraiser, as well as the fundraiser's organizational title, email address, and telephone number, are due Week #3 of class. **Students are highly recommended to research and submit organizations early as Gainesville has significant competition for shadowing fundraisers.**

Once the instructor has approved selections (required), students must obtain approval from the fundraiser. A business letter to the fundraiser confirming participation and an agreed-upon "work" schedule must be sent via USPS or email by the deadline on the syllabus and submit a copy of the letter to the professor. Students will spend a minimum of 15 hours at the charity's office, interviewing staff members and observing fundraising activities. Completion of the shadowing portion of the project will be documented by turning in a form signed by the fundraiser and a written report as described below. Professor will distribute the Shadowing Form handout.

Based on their shadowing experience, students will produce a project paper of four to five pages that is due Week #16 of class. Students will analyze the organization's fundraising programs and determine one solicitation, cultivation, or stewardship tactic that would be useful to the organization if implemented during the current year. The completed project submitted to the professor will consist of:

- 1) A prototype of a written or audio-visual communication tactic (for example, a direct-mail packet, a redesigned website, or a special event plan and invitation, social fundraising plan.
- 2) A written plan that summarizes the research conducted, the tactic's objective, and the recommended implementation timeline and budget.

Required headings for the paper are as follows:

- Organization Background (description of the organization, including its mission; focus on local entity if it is part of a national organization.)
- Fundraising Analysis (description of the organization’s fundraising programs, including donor types and tactics used.)
- Proposed Tactic (explanation of why this tactic would be helpful – the objective for implementing it; abbreviated review of literature about the use of this tactic [cite at least three published sources.]
- Recommended Implementation (description of prototype, timeline in table format, and budget in table format.)

As with all written assignments for this course, the tactic project paper must be typed in 12-point Ariel font, double spaced, have one-inch margins, and be emailed as a word document by the date listed. All assignments must be submitted before the official start of class time. Points will be deducted for spelling, punctuation, syntax, and grammatical errors and for late submissions.

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. Students will organize themselves into teams of 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.

Teams and topics for the Team Presentation will be finalized by Week #7 of class. 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 10% 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.

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

Class Participation	10%
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.

ABSENCES:

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. 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:

Policy of the course is that there will be no make-up exams or extensions of deadlines. 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 one grade lower than work turned in on time. No extra credit will be given for additional work.

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.

ACADEMIC DISHONESTY:

Students are expected to observe the University of Florida's policy on academic honesty in fulfilling all course requirements. The penalty for violation of academic honesty is an "E" for the course, at minimum.

Academic dishonesty includes the following: extensive use of materials from another author without citation or attribution, extensive use of verbatim materials from another author *with* citation and attribution, and extensive use of one's own writing from past assignments or from assignments in other, current classes (called "double dipping").

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, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

As part of the honor code, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. For more information about the student honor code, the Conduct Code, violations, and sanctions, go to the Dean of Students Office website at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. If you have any questions or concerns, please consult with the instructor.

INTELLECTUAL PROPERTY PROTECTION:

Lectures given in this course, including handouts and PowerPoint® presentations, are the property of the instructor and the University of Florida. Students are allowed to record video of audio of class lectures. However, the purposes for which these recordings are used are strictly controlled. The only allowable purposes are 1) for personal use, 2) in connection with a complaint to the university, or 3) as evidence in or 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, test, exams), field trips, private conversations between students in the class or between a student and the faculty or guest 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. As 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.

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 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. Throughout the course, students will have opportunities to learn from the information and ideas shared by their classmates.

Other Rules:

- 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 are to be used for emergency situations only. Please leave a clear voice mail slowly speaking name and phone number for a return call.

ONLINE 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.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

STUDENTS WITH DISABILITIES:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Visit <https://disability.ufl.edu/get-started/> to 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.

U MATTER, WE CARE INFORMATION:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need.

If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress.

A Counseling and Wellness Center counselor is available by phone at 352-392-1575 for non-crisis and crisis services Student Health Care Center can be reached at 352-392-1161. UF Health Shands Emergency Room/Trauma Center can be reached at 352-733-

0111 or in person at 1515 SW Archer Road. Wellness Coaching for Academic Success can be reached at the GatorWell website or by 352-273-4450.

Please remember that asking for help is a sign of strength. **In case of emergency, call 9-1-1. University Police Department: 352-392-1111.**

STUDENT COMPLAINT PROCESS:

Information about the process of filing a complaint about a course is available at: <https://flexible.dce.ufl.edu/student-complaints/>.

FINAL CAVEAT:

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

Weekly Course Plan follows this – please see additional pages.

<p>Week 3 Sept. 3 & 5</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.</p> <p>Articles to be provided by professor.</p> <p>Guest speaker to be announced.</p> <p>Due - Selected local nonprofit organization and the fundraiser's contact information due September 3. New - Global, cross-cultural nonprofit one-page writeup due September 17 stating why its mission is relevant.</p>
<p>Week 4 Sept. 10 & 12</p>	<p>Topics:</p> <p>Readings:</p> <p>Guest speaker:</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>Guest speaker to be announced.</p> <p>Due – 1. Copy of letter you sent to the fundraiser at selected organization for Shadowing Tactical Project due September 10. 2. Article/video re- illegal or unethical fundraising due September 12.</p> <p>New – Article of video about highly successful fundraising program or tactic by an organization, NOT SOCIAL due by September 24.</p>
<p>Week 5 Sept. 17 & 19</p>	<p>Topics:</p> <p>Readings:</p> <p>Guest speaker:</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>

	Due and New Assignments:	<p>Due – one page paper on global or cross cultural nonprofit due September 17.</p> <p>New – Form team and determine topic for presentation. Due October 1.</p>
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Week 6 Sept. 24 & 26	<p>Topics:</p> <p>Readings:</p> <p>Guest speaker:</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>Guest speaker to be announced.</p> <p>Due – A news article/video about successful fundraising program or tactic (NOT SOCIAL) by an organization due September 24.</p> <p>New – Example of a successful <u>social</u> fundraising campaign and one page observations due October 3.</p>
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Week 7 October 1 & 3	<p>Topics:</p> <p>Readings:</p> <p>Guest speaker:</p> <p>Due and New Assignments:</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>Guest speaker to be announced.</p> <p>Due –</p> <ol style="list-style-type: none"> 1. Team lists with names of members and the selected topics for presentation are due October 1. 2. Example of a successful <u>social</u> fundraising campaign and one page observations due October 3. <p>New - Write a fundraising appeal letter by yourself. Then use AI to write a fundraising appeal letter. Compare the two and write a summary paper comparing the similarities and differences, and what you learned. Turn in the summary, your letter and the AI letter, all clearly marked – as one package – due October 10.</p>
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<p>Week 8 Oct. 8 & 10</p>	<p>Topics:</p> <p>Readings:</p> <p>Guest speaker:</p> <p>Due and New Assignments:</p>	<p>The theoretic context of fundraising. Understanding and engaging diverse individual donors. Maintaining momentum in social fundraising.</p> <p><i>ACE</i> pages 307-378. <i>SF</i> 227-242.</p> <p>Guest speaker to be announced.</p> <p>Due – fundraising appeal letters and paper due October 10.</p>

<p>Week 9 Oct. 15 & 17</p>	<p>Topics:</p> <p>Readings:</p> <p>Guest speaker:</p> <p>Due and New Assignments:</p>	<p>ROPES as a fundraising process. Strategies for major gift fundraising and institutional gifts. Role of grantmaking foundations and donor advised funds.</p> <p><i>ACE</i>, pages 381-462.</p> <p>Barzella Papa, President, Community Foundation of North Central Florida on .</p> <p>None - Prepare for team presentations.</p>
<p>Week 10 Oct. 22 & 24</p>	<p>Topics:</p> <p>Readings:</p> <p>Due and New Assignments:</p>	<p>Team Presentations</p> <p><i>Nonprofit Quarterly</i></p> <p>Due - Completed team and individual evaluation forms after presentations.</p>
<p>Week 11 Oct. 29 and 31</p>	<p>Topics:</p> <p>Readings:</p> <p>Due and New Assignments:</p>	<p>Team Presentations on October 29. Exam prep review on October 31.</p> <p>Articles to be provided by professor.</p> <p>Due - Completed team and individual evaluation forms after presentations.</p>
<p>Week 12 Nov. 5 & 7</p>	<p>Topics:</p> <p>Readings:</p> <p>Due and New Assignments:</p>	<p>Semester Examination Class on November 5.</p> <p>Discuss Shadowing Tactical Project and Paper, November 7.</p> <p><i>The Chronicle of Philanthropy.</i></p> <p>New - Submit one possible internship or professional fundraising position of interest – due Nov 12.</p>
<p>Week 13 Nov. 12 & 14</p>	<p>Topics:</p> <p>Readings:</p> <p>Due and New Assignments:</p>	<p>Career options and paths in professional fundraising.</p> <p><i>Chronicle of Philanthropy.</i></p> <p>Due – Submit one possible internship or professional fundraising position of interest – due Nov 12.</p> <p>New - Completed Shadowing Project Form signed</p>

		by fundraiser due on November 19.
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<p>Week 14 Nov. 19 and 21</p>	<p>Topics: Readings: Guest speaker: Due and New Assignments :</p>	<p>Last questions about Shadowing Tactical Project Reports.</p> <p>Articles to be provided by professor.</p> <p>Guest speaker to be announced.</p> <p>Due - Completed Shadowing Project Form signed by fundraiser due on November 19.</p>
<p>Week 15</p>	<p>Thanksgiving</p>	<p>No class</p>
<p>Week 16 Dec. 3 –</p>	<p>Topics: Due:</p>	<p>Wrap up items.</p> <p>Submit Shadowing Project Tactical Paper no later than 3 pm on December 3.</p>