OVERVIEW
Every year, approximately 1.5 million nonprofit organizations receive more than $300 billion from individuals, foundations, corporations to help people in need, advocate for causes, support research, arts and culture, enhance opportunities for public and/or their members. Our work this term is to learn about how nonprofit organizations communicate with their potential supporters and to practice writing some typical fundraising materials. You'll put your knowledge into action in a project for the PAWS and More Animal Shelter in Washington. We'll also spend time each week keeping up with developments in the nonprofit/fundraising field.

COURSE OBJECTIVES
By the end of the term, students will
• understand the role of fundraising in the “third sector”
• know fundraising terms and concepts
• have experience planning and writing some typical fundraising materials (case for support, letters, etc)
• be familiar with professional association and publications
• have experience working with a nonprofit organization in the community.

THE IOWA DOZEN /SJMC (focus elements in ital)
We learn to ...
1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value ...
6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore ...
10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.

TEXTS
The Chronicle of Philanthropy (Resource Center and online)
Readings posted on ICON or online.

WHAT TO EXPECT IN CLASS
Discussion of reading, news in the field, guests, in-class planning/writing activities. We’ll try to mix it up during the class period. You will occasionally have responsibility for leading discussion on news or specific topics. More than in most classes, the success of the class is up to you—do your part to make our time together lively and useful.
ASSIGNMENTS / EVALUATION

Two exams on nonprofit/fundraising terms, concepts 150
Individual fundraising writing assignments 75
- analysis of mission, audiences, support (25)
- case for support (25)
- direct response + thank you (25)
Client project 75
Take home essay final exam 50
Class participation / discussion / news 25

Total = 375 / final grade calculated as below. (A+ grade not used.)

349 = A  274 = C
337 = A- 262 = C-
326 = B+ 251 = D+
311 = B  236= D
300 = B- 225 = D-
289 = C+  < 225 = F

EXAM AND ASSIGNMENT POLICIES

Exams must be taken as scheduled. If you have an unavoidable conflict, talk with me in advance. In an emergency or illness, be in touch as soon as you can, in advance if possible.

Please submit your work as specified for each assignment—ICON or hard copy.

Late work is accepted only in cases of illness or other emergencies that you have discussed with me. Note: computer or printer problems do not count as emergencies; plan ahead; remember to back up your work.

Always keep a copy of your assignments. We all do our best, but papers or electronically submitted material can go astray. You are responsible for providing a copy if necessary.

Representing the work of someone else as your own or getting credit in two classes for the same work is academic dishonesty. While I encourage you to discuss assignments with others, I expect that anything you hand in is your own research, analysis, and writing. I expect that each person in a group has contributed equally and can provide a full description of his or her effort. Work for this class must be original—not revised versions of research or writing you have done or are doing for another class. Please talk with me if you have questions or want to discuss specific situations.

ATTENDANCE / CLASSROOM POLICIES

We only meet once a week; missing even one class means you miss a considerable chunk of our time together. I expect you to make your best effort to get here each week and come prepared to be an active participant.

Arriving late or leaving early may occasionally be unavoidable, but please don’t make it a habit.

If you have an on-going conflict with this class, please resolve it or drop the class.

Please talk with me if class or an assignment conflicts with a religious observance.

You are responsible for all material, assignments, and schedule changes whether or not you attend class.

Studies show that students who use laptops in class get worse grades than those who don’t. As terrific as it can be for many many things, a laptop or tablet is a distraction and a physical and psychological barrier between you and the rest of us. You are less likely to talk, less likely to pay attention to discussion, and less likely to remember what we do. I discourage students from using laptops or tablets during class and may sometimes ask they be closed.

This will be an informal and, I hope, friendly and enjoyable class. Please respect your classmates, the J-School, and me by following these guidelines:

- no cell phones (that means turned off, put away, no checking messages or texting—really!)
- no food unless you bring enough to share (water, coffee, soda ok—don’t leave cups, cans)
UNIVERSITY/CLAS POLICIES

Administrative Home
The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

Electronic Communication University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty All CLAS students have, in essence, agreed to the College's Code of Academic Honesty: “I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty.” Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies The final examination schedule for each class is announced around the fifth week of the semester by the Registrar. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the dates and times of each final exam, the complete schedule will be published on the Registrar's web site.

Making a Suggestion or a Complaint Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

TENTATIVE SCHEDULE (detailed schedule posted on ICON; changes possible)

27 January Intro to class, nonprofit basics
3 February Who gives and why
10 February Fundraising / professional issues
17 February Exam / analysis assignment discussed
24 February Guests: Amber Talbot and Sheila Hanson, PAWS and More Animal Shelter, Washington
3 March Planning/fundraising messages/ case for support (analysis assignment due)
10 March Donor development / annual funds / major donors (case for support due)
17 March SPRING BREAK
24 March TBD
March Seeking corporate support + Writing fundraising letters
Guest: Christine Doucet, Ace Foundation
7 April Guest: Josef Krebs, Seattle Youth Symphony + Events, cause-related marketing (letter/thank you due)
14 April / Exam two / group work
21 April Group work (draft of client report/materials due)
28 April Practice/work
5 May Presentations / report and materials due

Final exam period / essay exam due