Course Overview

The world of philanthropy and nonprofit work has changed rapidly – and continues to change – with and in response to developments in digital communication. Campaigns and fundraisers driven by “free agents” on social networking sites provide one example of how philanthropists and nonprofits operate in a digital environment. This class provides an overview of trends in the areas of philanthropy and nonprofit work and teaches practical skills to help you communicate, create, and disseminate messages using multiple digital tools and social media. You will learn to analyze communication/media strategies as well as produce media in this hands-on course.

Philanthropy Communication in a Digital World –a 4-credit course – meets twice a week. This class involves digital media and media production software to produce relevant content to fundraising and nonprofit organizations. We will work with local nonprofit organizations throughout the semester to develop and produce content related to their mission and goals.

This course fulfills one of the core courses for the Fundraising & Philanthropy Communication Certificate. For more information about the certificate, check the 2014-2015 General Catalog.

Course Objectives

- Critically analyze fundraising and philanthropy communication strategies to better understand the field
- Learn to develop communication and media materials for fundraising, philanthropy, and other nonprofit work
- Create media messages and materials using digital and social media tools

Readings and Required Texts

Classwork assumes that you have completed readings by the start of the class indicated.

Required Texts: Available at the University Bookstore and from online sellers


Other readings come from the following sources: Available on ICON


Hardware and Software

You can check out all equipment used for this class (See Equipment on p. 7). The PC labs in AJB and SJMC Resource Center have all of the required software.

Assignments/Grade Allocation

Students must submit all written work in Microsoft Word (unless otherwise indicated) via the class ICON site (unless otherwise noted). All of my grading assumes that you produce professional, high quality, work, free of spelling and grammatical errors. Please proof your work carefully. Assignments must be turned in on time unless you make prior arrangements. Late work will lose one letter grade for each day it is late.

Blog Posts (DUE as noted; 10 points each, 10% of final grade): Social media and its role in nonprofit organizations evolve almost daily. Therefore, during the semester, you must keep up with industry developments by following publications and websites such as Advancing Philanthropy, The Chronicle of Philanthropy, Philanthropy News Digest, Philanthropy Journal, Case Studies from Network for Good, Movie Mondays for Fundraisers, Beth’s Blog, Nonprofit Tech for Good, Community Organizer 2.0, and Allison Fine.com. Some of these have daily or weekly new briefs to which you might consider subscribing. If you find others, please let me know and we can evaluate their value in following as well. Blogs should balance discussions of changes in the nonprofit sector, digital media, and the intersection of both.

To share what you learn with the class and practice your own digital communication skills, you must post on the class website every other week throughout the semester. Due by class on Monday of the assigned week, last names of A-L post on odd weeks; M-Z on even weeks; see schedule. I will invite those who produce exemplary blog posts to serve as a guest blogger on Nonprofit Tips and Tidbits. We will discuss the elements of a good blog post in class on August 27. Evaluation of each post will be based on clarity, appeal to the audience, and relevance.

Journal (DUE as noted; 25 points each; 10% of final grade): Each student will follow two nonprofit organizations and their digital/social media. Please choose one local/regional organization and one national organization so you can compare and contrast their use of digital communication strategies and tactics. Throughout the semester, you will receive journal prompts that allow you to reflect upon the current topic, using these organizations to exemplify your knowledge. I also expect students to bring examples to class from their nonprofits to share with the rest of the class. I will collect journals three times throughout the semester but expect you to stay current with the postings. I reserve the right to see your journal at any time.

Individual Projects (DUE as noted below; 300 total points; 25% of final grade): Each student will choose one nonprofit organizations with which to work throughout the semester. You may choose the same organization for the journal and the individual projects if you like. You will work with this organization to produce the following:
• **E-newsletter or website for a blog** which includes the content for one issue, a template for future issues, and a six-month content plan (DUE: September 19; 50 points)

• **Visual story** which can include a video (2-3 minutes), infographic, slide show or other way to tell their story visually (DUE: October 31; 150 points)

• **Social media plan** which outlines a 6 month social media strategy for the organization including justification to include or exclude certain types of social media, messaging within and across social media platforms, and a work plan to implement the plan (DUE: December 5; 100 points)

**Group Project** (DUE as noted below; 400 total points (100 per part); 40% of final grade): As a class, we will work with CommUniversity to create a #GivingTuesday campaign. While we will divide the responsibilities into four groups (assigned at the beginning of the semester), we will also work across groups to give our “client” (the organization) a coherent plan. Because each section builds on the next, each group will need to learn the information collected by the other groups.

The project proceeds through four parts:

• **Part 1: Research** (DUE: October 3): This part provides the foundation for the rest of the project by providing the necessary data upon which to build a digital marketing and fundraising plan. Each group will research one of the following:
  o #GivingTuesday expectations, requirements, suggestions
  o The organization: Its mission, values, vision, capacity, constraints
  o The audience (2 groups divide the work): Who does this organization reach? What do they value?

• **Part II: Messages** (DUE: November 3): Each group will develop a set of messages based on the data collected in the research phase, developing your own case for supporting this organization

• **Part III: Media** (DUE: November 21): We again divide the class and have each group take one of the following media to develop specific tactics using the best messages identified in Part II. Be sure to incorporate not only written but visual messages. Here groups work together to assure a coherent strategy for the organization as a whole
  o Facebook
  o Twitter
  o Other social media
  o Website, e-newsletter, email

• **Part IV: Evaluation** (DUE: December 10): Each group will evaluate the process and overall project looking at both the outcomes and the process and making suggestions for this organization as it moves forward with its fundraising and digital media programs. As part of this evaluation, you will also evaluate your group members on their contributions to the project as a whole

**Final Presentation** (DUE: TBD week of December 15-19; 10% of final grade): During finals week (date TBD), each person will present one of his or her individual projects to the group to review and critique. I will provide details on the presentations as finals approach (e.g., length of time, grading rubric, etc.).
Attendance/Participation (DUE daily; 5 points each, 5% of final grade): As adults, you have the responsibility to come to class. From my experience, however, students with poor attendance receive lower grades as they miss much of the class discussion that can clarify the readings and expectations and enhance overall learning. A workshop-based class such as this one requires attendance and active class participation, and much of the knowledge you gain will come from your active participation in class. If you desire a passing grade, come to class and participate fully. If you cannot attend a class session, please let me know as soon as you can (before the class you miss rather than after). For classes that you do miss, you must make up any missed work including getting notes from classmates. I will assess attendance and participation with 5 possible points each class that you make up. Excessive use of cell phones, e-mail and other electronic devices will lower your grade for that class.
# Class Schedule and Assigned Readings

This syllabus, readings, assignments and due dates may change throughout the semester as communicated in class or posted on ICON or the class website. When in doubt, ask!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Due Before Class*</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Introduction to Class and Assignments</td>
<td></td>
</tr>
<tr>
<td>August 27</td>
<td>Blogging, Websites, e-newsletters, email campaigns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mansfield, ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mansfield, ch. 1</td>
<td></td>
</tr>
<tr>
<td>September 1</td>
<td>LABOR DAY: No Class</td>
<td></td>
</tr>
<tr>
<td>September 3</td>
<td>Introduction to Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Byers, pp. 3-19</td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>Nature of Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ott &amp; Dicke, Intro, ch. 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kantor &amp; Paine ch. 2</td>
<td></td>
</tr>
<tr>
<td>September 10</td>
<td>Fundraising Basics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ross and Segal, ch. 3</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Overview of Semester Project</td>
<td></td>
</tr>
<tr>
<td>September 17</td>
<td>Introduction to Digital Communication in Nonprofits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mansfield, ch. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ryan, ch. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• McLeish, Preface</td>
<td></td>
</tr>
<tr>
<td>September 22</td>
<td>Understanding the Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Smith, ch. 2</td>
<td></td>
</tr>
<tr>
<td>September 24</td>
<td>Understanding the Audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• McLeish, ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Davis, ch. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Three Ways to Engage Millennial Donors”</td>
<td></td>
</tr>
<tr>
<td>September 29</td>
<td>Messaging: Getting the Audience’s Attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aaker &amp; Smith, ch. 1-2</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td>Messaging: Highlighting the Organization’s Impact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sinek, TED talk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Saul, ch. 3 and 7</td>
<td></td>
</tr>
<tr>
<td>October 6</td>
<td>Messaging: Engaging Your Audience to Act</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fredricks, ch. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ross &amp; Segal, ch. 4</td>
<td></td>
</tr>
<tr>
<td>October 8</td>
<td>Messaging: The Power of Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ross &amp; Segal, Appendix B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bourland &amp; Johnston, pp. xi-xvi, 3-14, 37-56</td>
<td></td>
</tr>
<tr>
<td>October 13</td>
<td>Messaging: Storytelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Daw &amp; Cone, ch. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Storytelling: Turning Emotion into Action”</td>
<td></td>
</tr>
<tr>
<td>October 15</td>
<td>Workshop Day: Linda at Grant Professionals Meeting</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Assignment</td>
<td>Due Before Class*</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| October 20| *Messaging: Using Visuals*  
- Mansfield, ch. 5  
- Aaker & Smith, ch. 3 | Blog Post: A-L             |
| October 22| *Messaging: Using Visuals Part II*  
- [http://www.socialbrite.org/2012/05/02/engaging-uplifting-nonprofit-promotional-video/](http://www.socialbrite.org/2012/05/02/engaging-uplifting-nonprofit-promotional-video/) | |
Equipment

Equipment used in this class is available for checkout in the equipment room located on the first floor of the Becker Communications building. We have access to audio recorders, cameras, and other accessories.

This is valuable, expensive equipment, and you are responsible for maintaining it when you check it out.

To check out equipment for this course, please reserve it by visiting http://research3.its.uiowa.edu/film/. You must reserve equipment by 8 a.m. on the day you’d like to check it out. You can only reserve equipment for pickup on a Monday, Wednesday or Friday. You can reserve equipment up to two weeks in advance. **You must have a valid University of Iowa student ID card to checkout equipment.**

- Pick up reserved equipment between 2:00 – 4:00 p.m. on Monday, Wednesday, and Friday only. Students without a reservation may check out equipment from 4:00 pm – 4:30pm on Monday, Wednesday, or Friday, if equipment is available.
- Return equipment between 8 a.m. – 12 p.m. Monday through Friday.
- Equipment checked out Monday is due Wednesday before noon; Wednesday is due Friday before noon; Friday is due Monday before noon.
- Journalism students pay a $15 late fee for every day late. Three occurrences of late returns may result in loss of checkout privileges. Prevent late fees by contacting checkout staff before equipment is due.
- It is your responsibility to make sure that everything listed on the contract is included and working before signing. Anything found missing or damaged upon return will be charged to your U-Bill. Equipment returned dirty may be charged a $10 cleaning fine.
- If you are unable to pick up equipment you reserved, you must cancel your reservation before checkout time via email or telephone, or be charged a $5 fine. Any equipment not picked up by 4:00 p.m. may be checked out to other users.
- Someone else may pick up the equipment for you as long as you have made prior arrangements with checkout staff. Valid university ID must be presented.
- When checking out multiple pieces of equipment, please reserve the same equipment number for everything you need (ex: Camera #1, Tripod #1, etc.).
- Please reserve only the equipment that you plan to use. If you decide in advance that you do not need a piece of equipment, delete it from your online reservation. Only one camera per student without written consent from instructor.
- Any use of University of Iowa equipment for purposes other than those relating directly to coursework is strictly prohibited. Students in violation of this policy will permanently lose access to Production Unit equipment.

With questions or problems, contact Tim Looney at cla-film-broadcasting@uiowa.edu or 319-335-0587.
The Iowa Dozen

In this course, we emphasize the bolded aspects of the Iowa Dozen.

We learn:

• to write correctly and clearly
• to conduct research and gather information responsibly
• to edit and evaluate carefully
• to use media technologies thoughtfully
• to apply statistical concepts appropriately

We value:

• First Amendment principles for all individuals and groups
• a diverse global community
• creativity and independence
• truth, accuracy, fairness, and diversity

We explore:

• mass communication theories and concepts
• media institutions and practices
• the role of media in shaping cultures
The College of Liberal Arts and Sciences: Policies and Resources

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 or students taking classes offered by CLAS 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 by the Registrar generally by the fifth week of classes. 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 date, time, and location of each final exam, the complete schedule will be published on the Registrar’s web site and will be shared with instructors and students. It is the student’s responsibility to know the date, time, and place of a final exam.

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.

For more information visit: http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert