

# **SYLLABUS for “Fundraising for Nonprofits”**

**PLSC 436 #26497 – Starting 3:30pm Thursday, January 7, 2016**

John G. Fike, CFRE, Instructor for the Course

Office Hours are by Appointment only

Classroom for this Course is **Room 420 in Pray-Harold**

Class days/times are: Tuesdays and Thursdays, 3:30 - 4:45 p.m.

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## **Course Description:**

This course provides students with a practical understanding of the basic concepts and techniques of nonprofit fundraising. Students will develop skills in using the materials, tools and technology of fundraising; they will develop basic problem solving skills using analysis of fundraising methods and processes and case studies. Students will develop skills in thinking critically about fundraising processes and methods, and will have opportunities to integrate their present knowledge with new understandings of how nonprofits raise contributions from the public.

The course will include a substantive section on the preparation of an effective grant application, including budgets, program planning and writing effective outcomes. Generally, we will focus on fundraising in small to medium-sized nonprofits, and will address ourselves to the special problems found in new or struggling nonprofits as well.

## **Course Objectives:**

1. Provide students with a grounding in the basic techniques and methods of nonprofit fundraising with special attention to researching and writing grant proposals.
2. Help students discover and understand the components of fundraising infrastructure in a nonprofit organization.
3. Provide an understanding of donor motivations and how these affect the planning and implementation of fundraising strategies within the nonprofit organization.

## **Required Readings:**

**Text:** Ciconte, Barbara L., and Jacob, Jeanne G., *Fundraising Basics: a Complete Guide*, third edition, 2009, Jones and Bartlett Publishers

**Text:** Carlson, Mim, *Winning Grants Step by Step*, third or fourth edition, Josey-Bass Publishers

## PROCEDURAL MATTERS

### 1. Academic Integrity:

Each student is expected to submit her/his own work. If cheating, plagiarism or the use of non-original work is suspected, it will be investigated according to university policy.

### 2. Cell phones, Pagers, Text Messages, Laptops

It is expected that students will give every class their full attention.

Students may not under any circumstances use cell phones, pagers or text messaging devices during class. It is expected that when students enter the classroom their communication devices will be turned off. Laptops may be used in class only for taking notes on the lecture in progress.

### 3. Liaison with a Nonprofit Organization:

It is suggested that students will benefit greatly from forming a liaison with a local nonprofit organization, possibly even volunteering on a somewhat regular basis. It is not a requirement, but the student's learning process will be greatly enhanced and the field assignments will be easier to arrange. Such a relationship will also give students a source of concrete, practical information relating to the workshops and the overall course content.

### 4. Attendance:

#### a. Definition

Attendance has been built into lectures and discussions. In order to count as a "day in attendance," students must not be absent, must not be late to class, nor leave early.

#### b. Sign-In Sheet:

Each student is expected to sign in on the class attendance sheet, which will be available on a clipboard during the first 10 minutes of each learning session. Anyone who has not signed in within those 10 minutes will be marked as being absent. No exceptions. No excuses. No student may sign in for another student.

#### c. Absences:

There are no excused absences. Structured in-class discussions of course concepts and their application require each student's active participation in every learning session. Absences may be made up (see e. below)

#### d. Class Attendance and Participation Grading:

Class attendance and participation will constitute 700 points, or 26% of the total grade. Class attendance and participation points are accumulated at the rate of 50 points per class session the student is present and has signed in on the attendance sheet. Absence from class rates a 0 for that session. If you don't sign in, you're "not there." Being absent totally, being late for class, or leaving class early, or failing to sign in, all equal an absence. No exceptions.

**1. Attendance:** Attendance in class rates 15 points, accumulated every class session the student is present and has signed in on the attendance sheet. Absence from class rates a 0 for that learning session. If you don't sign in, you're "not there." Being absent totally, being late for class or leaving class early, or failing to sign in, all equal an absence. No exceptions. Absence on April 19 cannot be made up.

## 5. Students must be Ready for Class

Learning is not a spectator sport. For learning to happen in any course, students must take an active role in the process. Students are expected to come to class prepared and ready to learn, which requires reading and studying the assigned reading before you come to class. Being prepared for class enables students to construct a knowledge base on which subsequent learning will take place.

Students are required to **bring to each class session the text book** used for the current reading assignment.

## 6. Grading:

A student's final grade will comprise the following components:

Class Attendance & Participation	700 points	= 26%
Mid Term Exam	400 points	= 15%
Final Exam	400 points	= 15%
2 Article reports @ 150 pts	300 points	= 11%
1 Theme Paper <u>or</u> Grant Proposal	400 points	= 15%
10 Reading Assignments @ 50 pts	500 points	= 19%
<b>TOTAL</b>	<b>2700 pts</b>	<b>= 100%</b>

Grades will be calculated as follows:

Number of total points earned divided by 1800 gives a percentage grade.

This percentage grade is then translated into a letter grade according to the table below.

Grading Scale (all students)

93-100 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F

For example, if a student's raw score total is 1530 points, the numerical grade is 83% and the letter grade is B.

**NOTE:** The Instructor reserves the right to raise any student's grade based on his perception of the student's overall knowledge and understanding of the course material.

## 7. Reading Assignments:

There will be 10 reading assignments posted on the Canvas learning facility. They represent 500 points of the course grade. Each assignment is worth 50 points when submitted on or before the due date.

To complete a reading assignment, students will read the assigned passages from the textbooks as well as other required reading detailed on the Canvas learning system, then will answer a simple question or two as indicated in the instructions on eCollege for that assignment.

## 8. Article Reports:

All students will be required to write two article reports during the semester:  
There are a great many articles posted on eCollege under the tabs Article Report #1 and Article Report #2. Students may choose from any of these articles.

### DUE DATES for these papers:

**Article Report #1** will be due at the start of class on Tuesday **February 11, 2016**

**Article Report #2** will be due at the start of class on Thursday **March 31, 2016**

### REQUIREMENTS:

**Article Reports** must be at least 5 pages in length, double-spaced.

Content will comprise the following components:

- a) a brief synopsis of the article,
- b) its meaning in today's philanthropic marketplace,
- c) how the article's subject can be integrated into the content of the course, and
- d) the student's opinion relative to the meaning and significance of the article.

These papers **MUST** contain the following elements:

- **Cover sheet** with the paper's **TITLE** plus the student's name, course title and number, date, etc in the upper right-hand corner
- **Page numbers** in the **lower right hand corner** of each page
- **Outline of the Document** appended to the back of the document after the References, designated with the heading "Outline."
- **Executive Summary** at the beginning of the paper, before the body of the paper, designated by the heading "Executive Summary."
- **Conclusion** at the end of the paper, designated by the heading "Conclusion," just before the references
- **Reference Page**

### SUBMISSION FORMAT for these papers:

These papers are to be submitted in **Word 2003 or 2007 format, or rich text format**, and are to be attached to an email using the general emich.edu email. Papers are to be submitted to the professor's email address: [jfike2@emich.edu](mailto:jfike2@emich.edu).

## 9. Theme Papers:

Each student is required to write EITHER a 12-page Theme Paper OR a Grant Proposal for this course. This is worth 400 points of the student's grade.

The **DUE Date** for the Theme Paper **OUTLINE** is **March 17, 2016**

The **DUE date** of the **Theme Paper** is **April 7, 2016**

Selecting Your Topic: Before selecting a topic, please **consult with the Instructor**. This can be done during office hours, or you may consult by email. The instructor's approval **MUST BE SECURED before you may proceed** on research for your theme paper.

These papers should be **at least 12 pages in length**. Double-spaced.  
This theme paper will delve into the available literature on the student's chosen topic.

The Theme Paper **MUST CONTAIN THE FOLLOWING ELEMENTS:**

1. **TITLE PAGE** – bearing the student's name, the course title and number, the paper topic all in the upper right hand corner of the cover sheet, plus the title of the paper written in the center of the cover sheet.
2. **EXECUTIVE SUMMARY PAGE** – must be just under the Title Page, and will be no more than one page in length, giving a short summary of the following elements:
  - a. Summary of the topic or theme and why it is important
  - b. Summary of the logical argument the paper will make – how it will progress through a series of logically arranged steps to reach a conclusion
  - c. The Conclusion the paper reaches
  - d. The student's point of view on the outcome of the research process
3. **PAGE NUMBERS** – all pages **MUST** be numbered in the lower right hand corner
4. **CONCLUSION**—at the end of the paper, designated with the heading “Conclusion,” including student's own evaluation of the material researched and an evaluation of the outcome that the study accomplished.
5. **OUTLINE** – a detailed outline of the paper must appear on the page after the conclusion and before the Reference Page. This page must be designated with the heading “Outline.”
6. **REFERENCE PAGE** – placed at the end of the paper, designated with the heading “References.”

**A paper that does not contain all these items will be IMMEDIATELY RETURNED to the student and, if the deadline has been reached, will suffer a 10% penalty in the grading process.**

Further information will be given in class about the sources, subjects, and procedures involved in these papers. Please see the Instructor in the office during office hours for more information and resources on these papers.

**Submission of Theme Papers:** These papers are to be submitted ONLY in **Word 2003 or 2007 format (.doc)**, and are to be attached to an email sent to the Instructor's email address: [jfike2@emich.edu](mailto:jfike2@emich.edu).

## 10. Grant Proposals

Each student is required to write EITHER a 12-page Theme Paper OR a Grant Proposal for this course. This is worth 400 points of the student's grade. Grant Proposals will follow the example provided by Mim Carlson's book on grant proposal writing.

Here are the guidelines and requirements for the Grant Proposal paper.

The **DUE DATE for the Grant Proposal OUTLINE** is **March 17, 2016**

The **DUE DATE for Grant Proposal paper** should be approximately **10-12 pages (single-spaced)** long and is due on **April 7, 2016**.

Two class sessions will be given on February 11 and 16, 2016 as a base from which to develop the grant proposal and start the writing process.

Students will then prepare an OUTLINE of the Grant Proposal using Mim Carlson's workbook. This Outline is due March 17, 2013.

Students are then expected to complete their Grant Proposals outside of class. It will be very helpful if students read Mim Carlson's introduction in which she describes the process of using the worksheets and turning them into a finished proposal. **Example proposals will be posted on the eCollege site.**

**Grant proposals are to be a written narrative** that brings together all the information from the Mim Carlson worksheets into a coherent presentation that follows a logical order. The final form of the Grant Proposal should be what the student would submit to foundation staff as a request for funding for their nonprofit organization. Examples from Carlson's CD will be posted on the eCollege site.

**The Grant Proposal must contain the following elements:**

- **Cover sheet and title page** bearing the student's name, the course title and number, the paper topic in the upper right hand corner
- All **pages to be numbered** in the lower right hand corner of each page
- **Executive Summary** of the proposal will appear behind the Cover Sheet
- Final **Outline of the Proposal** will be appended to the back of the paper

## 11. Exams:

The **Mid Term Exam** will be given on Canvas, and will run from Friday, **February 19** at 1:00 a.m. until 11:59 p.m. on Saturday, **February 20**, 2016. **2 Days** to take the exam.

The **Final Exam** will be given on Canvas, and will run from 1:00 a.m. until 11:59 p.m. on Thursday, **April 21**, 2016. **1 Day only** to take the exam.

## **12. No Make-Ups for Exams:**

No make-up exams will be given. **Once an exam closes it will be permanently closed.** No exceptions will be made for any reason.

## **13. Extra Credit:**

The way to earn extra credit in this course is to read an article and write a 5-page article report on its content, consisting of the following:

- a) a brief synopsis of the article,
- b) its meaning in today's philanthropic marketplace,
- c) how the article's subject can be integrated into the content of the course, and
- d) the student's opinion relative to the meaning and significance of the article.

Students may choose from among the articles posted in each of the learning session main pages under "Optional" reading. Students may also choose other articles from the relevant literature **with the Instructor's approval.**

Each article and report will be credited with **100 extra credit points.** Limit is **two.**

## **14. Lecture Notes:**

The Instructor's lecture notes will NOT be posted on the eCollege learning facility. There may be graphics files available for some lectures.

## **15. Use of Learning System Technology**

To facilitate learning and make it easier for students to find everything in one place, the Canvas learning facility, will be used for this class.

Each student is responsible for being capable of accessing eCollege and learning how to navigate in and use this learning system.

Students can save themselves aggravation and frustration with the eCollege learning facility by making the effort to familiarize themselves with the system immediately at the beginning of the semester, so that any technical difficulties they might have can be resolved.

Technical assistance will be provided by the EMU Information Technology Department.

### **Pop-Up Blockers Must be Turned OFF**

The eCollege learning system frequently uses small browser windows to deliver requested content. Some pop-up blockers incorrectly interpret these small windows as pop-ups and block them. If you have installed a pop-up blocker, it is wise to turn it off while using the learning system.

## **16. Daily Class Schedule**

The daily class schedule, together with the reading assignments and all other resources for this course except the podcasts, are available on eCollege learning facility.