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***The important work of moving the world forward does not wait to be done by perfect men.*George Eliot**

***For a community to be whole and healthy, it must be based on people’s love and concern for each other.*Millard Fuller**

***Not everything that is faced can be changed. But nothing can be changed until it is faced.*James Baldwin**

**Welcome! I look forward to working with you this semester. In our course, we will work, first, to gain a sense of what non-profit organizations *do*. We will, if I may suggest as much, stand in awe at the role of non-profits, small and large, in our community, our state, our country, and our world. My goal for all of us is to begin to understand the centrality of communication in the non-profit organization.**

**English 4075-80: Writing for Non-Profits
University of Wyoming**Fall 2021
Prerequisites: COM 2 (or WB)

**Technical Support**
Canvas Help: <https://community.canvaslms.com/welcome>
UW Information Technology: userhelp@uwyo.edu or 307.766.HELP

**Course Introduction**Course Rationale
ENGL 4075 is designed to introduce students to some of the writing and communication work that characterizes non-profit organizations/settings.

Overview and AimsNon-profit organizations are communication organizations that rely on a broad canvas of rhetorical activities to promote awareness, showcase and share services, tell stories, raise funds, and generate involvement. Even a small organization must take up most of these tasks in order to survive and thrive in an increasingly competitive non-profit environment.

Within that broader communication context, the grant proposal exists as one of the most consequential genres in non-profit contexts, as it does a very particular *kind* of rhetorical work that enables organizations to do the *material* work they do—oftentimes the kind of work that defines organizations. Hence, we will linger over grant writing for a good portion of our course. With respect to grants, we will start with a question that faces non-profits everywhere: “How can we fund X important initiative?” and trace it through from organizational self-examination, to finding an external funding match, and on through to writing a competitive proposal that leverages key points of contact between a non-profit and a funding institution. In examining grant writing, we will take a rhetorical approach that emphasizes key issues in professional communication writ large and in non-profit communication, writ small(er). We will write and think and analyze audience, situation, context, and purpose in order to develop grant writing skills that are portable without any pretense toward universality, as rhetoric takes a unique exigence, a particular kairotic moment, and the contingent as its starting point.

Key to your success and happiness in this course is willingness to work hard, work well with others, and engage the writing process with some zeal. To write a successful grant proposal…heck, to write almost anything well…writers need to revise rigorously and pay close attention to the process detail—careful and thorough analysis of the rhetorical situation, research, document design, editing, proofreading, and managing and implementing feedback from peers.

Please always feel free to contact me any time you have any questions or concerns. Writing—learning to write, working on writing—happens outside the parameters of class time, almost always. And while writing is so very, very social, parts of it remain so very, very individual. Let me know if I can help, and I’ll do my best to do so. I will also do my best to make this course useful to you, and I very much look forward to working with each of you this semester.

Course Outcomes
By the end of this course, students will be able to

1. Identify key genres that characterize non-profit organizations' rhetorical work
2. Use a non-profit's mission and capacity in order to produce a template grant proposal
3. Identify viable funding opportunities for a non-profit program proposal
4. Analyze a request for proposals and justify a strategy for responding to it
5. Evaluate the effectiveness of a non-profit organization's online presence.

Our course also fulfills the Communication 3 (COM 3) requirement of the 2015 University Studies Program, which means that it has a second set of learning outcomes. Accordingly, as per the University standards set for such courses, students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferable skills for students’ academic work and future professions. Advanced courses (COM 3) will emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication.

In COM 3 courses, students will demonstrate the ability to:

1. Use the discourse of a discipline or interdisciplinary field to communicate that field’s subject matter to academic or professional audiences through written, oral, and digital communication.
2. Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.
3. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.
4. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.
5. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.
6. Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

**My Commitment**
As mentioned above, I will respond to questions, concerns, and with feedback as quickly as I am able-- I will respond to any email inquiries within 24 hours, save for weekends and holidays. I will also respect you as a learner and individual.

**Your Commitment to the Course**1. Importantly, this term, I would ask you to abide by all COVID-related policies and rules to promote the health and well-being of other students and myself--that's a request that extends to all of your courses and activities at UW. Since our course will meet synchronously online, social distance will be built into the delivery and engagement model that we use. Do understand, in the spirit of the broader campus guidelines re: COVID, that meeting face-to-face with me or other students outside of class will not be possible.

2. Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes Zoom chats, on WyoCourses discussion boards, etc.

3. Actively engage in civil discourse in a respectful manner. Limit your use of person-to person Zoom chats, and always chat in all forums using professional language.

4. Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials.

5. Conduct yourself professionally.

6. Meet assignment deadlines. I expect that you are interacting with course materials multiple times during the week.

7. Ask for help when you need it.

**Required Texts**One book is required for the course:

O'Neal-McElrath, Kanter, and English. *Winning Grants Step by Step: The Complete Workbook for Planning, Developing, and Writing Successful Proposals*, Jossey-Bass. 5th ed. (2019).

Other course readings can be found in each weekly module and will be a combination of links, videos, or PDFs, some of which will be available via Coe Library databases.

**Grading and Major Assignments**I will provide full descriptions of each assignment in the appropriate module as it approaches. Here, though, is a tentative list of our course assignments and their values vis-à-vis your course grade. Note well that some of these assignments will be collaborative. Any changes to this will be announced via email and/or during class meetings and in our course shell:
Rhetorical Analysis of NPO (individual) (est. 1000 words)………50 pts.

Brief Hypothetical Organization Presentation (collaborative)......20 pts.

Organization Memo (individual/collab) (est. 250-350 words)............20 pts.

Statement of Need (collaborative/individual) (est. 1000 words).........20 pts.

Project/Proposed Plan (collaborative/individual) (est. 750 words)………20 pts.

Template Grant Proposal (collaborative/individual) (varies-- 5-7 pgs., single-spaced)……75 pts.

Target Grant Funding Memo (individual) (est. 250 words)........20 pts.

Fundraising Package (individual) (varies--equivalent of 500 words)........40 pts.

Grant Proposal Presentation (individual/collab) (8-12 mins.)…………25 pts.

Process Work (individual and collaborative) drafts, peer reviews, reflections, in-class writes, short research assignments, etc…………………..5-10 pts. each

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| --- | --- |
| **Course Assignments & Corresponding COM3 Requirements***Rhetorical Analysis of NPO* (est. 1000 words)………50 ptsFor the rhetorical analysis assignment, you will identify a nonprofit organization of interest to you and conduct a robust rhetorical analysis of its web presence, including, but not limited to, its organizational website and social media accounts. In your analysis, you will consider ways in which the affordances of digital media and visual design bear upon the organization’s rhetorical performance of its mission vis-à-vis its audience. We will peer review this document in class.**COM 3 Reqs: 1, 2, 3, 4, 5***Statement of Need* (est. 1000 words).........20 pts.You will develop a well-researched, robust account of the need or problem that drives your proposed grant proposal project. We will peer review this document in class.**COM 3 Reqs:** **1, 2, 3, 4, 5***Project/Proposed Plan* (est. 500 words)………20 pts.You will develop a full account of your project/plan idea that responds to the need/problem you outlined in the Statement of Need assignment. Here, you will identify goals, objectives, and a set of methods that might be implemented should grant funding come available. I will provide written feedback on your rough draft.**COM 3 Reqs:** **1, 2, 3, 4, 5***Organization Memo and Target Funding Memo* (est. 250-350 words, respectively)…….20 pts. eachFor these assignments, you will work individually to craft informative memos that 1) describe your organization’s mission, history, and scope of activity and 2) identify (and justify) three potential funders for your identified grant project. **COM 3 Reqs: 1, 2, 3, 4, 5***Final Grant Proposal* (varies-- 5-8 pages, single-spaced)……75 pts.You will develop a complete a template grant proposal for your organization that communicates an agreed-upon need and method/program that responds to said need. You will also vet possible funders and then respond to specific proposal requirements as articulated by your chosen funder. I will provide feedback on your rough draft.**COM 3 Reqs: 1, 2, 3, 4, 5***Brief Hypothetical Org Presentation and Final Presentation* (8-10 mins.)…………20/25 pts.For the brief hypothetical organization presentation, you and your group will present a hypothetical nonprofit vision, complete with brief needs assessment and mission/vision statements. For the final presentation assignment, you will deliver a polished, formal presentation integrating visual and oral elements to introduce an audience of your peers to the need and proposed program described in your grant proposal, as well as the target funders you both considered and ultimately chose for your grant target. **COM 3 Reqs: 1, 5, 6, 7***Fundraising Package* (I) (est. 500 words)........50 pts.In your fundraising letter, you will craft a letter to a donor that solicits funding and support for the problem/proposed solution that your grant outlines and develop a brief, targeted, complementary social media strategy. **COM 3 Reqs: 1, 2, 3, 4, 5** |  |

**Format for Work**Please pay close attention to specific course assignment descriptions for information about format and conventions. In the absence of specification, please use MLA format and Times New Roman (12 pt.) font.

**Grading Scale**                  89.5-100                A

                  79.5-89.4               B

                  69.5-79.4               C

                  59.5-69.4               D

                  <59.5                       F

**Course Participation and Layout**
Please pay close attention to each weekly module. As noted above, we will meet via Zoom from 2:55-4:10 p.m. unless otherwise indicated. The nature of participation in the course will vary from week to week and require that you not only attend each Zoom session but that you also are regularly engaged with the posted material in each module in order to meet deadlines and keep up with the workflow. Each weekly module overview will give you the information you need to complete assignments on time and will include specific instruction regarding where and how to submit your work.

**Attendance**I will take attendance each day and take attendance as seriously for this Zoom-delivered course as I would in person. You are allowed three unexcused absences without penalty. After three, each subsequent unexcused absence will result in a 2.5% deduction to your overall course grade. To have an absence excused, please go to the Office of Student Life and bring appropriate documentation with you to class. Finally, please be on time.

**Late Work Policy**Unauthorized absences
For major course assignments (> 10 pts.), late work will be docked one letter grade per day late. After 48 hours have passed (beyond the deadline), the assignment will not be accepted.

Late smaller assignments (</= 10 pts.) (reading responses, drafts, peer reviews, in-class writes) will not be accepted.

Authorized absences
If you miss class due to an authorized absence, it is best if you can make up any work in advance of the absence. Any missed work is due within one week of the absence unless other arrangements are made in advance.

**Writing Center**The UW Writing Center will be located this year on Level 1 of Coe Library. Writers can visit www.uwyo.edu/writingcenter to learn more and to schedule a consultation.

**Classroom Decorum**As noted above, please treat your fellow classmates with respect. Strive to listen carefully and respond thoughtfully. Engage debate in a civil manner.

Please turn off your cell phone and other personal technologies during synchronous Zoom meetings unless otherwise instructed. Plan on having your video on and being ready to participate throughout the session.

**Classroom Statement on Diversity**
The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**Disability Support**
The University of Wyoming is committed to providing equitable access to learning opportunities for all students.  If you have a disability, including but not limited to  physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with  and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in your best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive.  Visit the DSS website for more information at: [www.uwyo.edu/udss](http://www.uwyo.edu/udss).

**Academic Dishonesty Policies**Academic dishonesty will not be tolerated in this class.  Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114.  The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course.  Academic dishonesty means anything that represents someone else’s ideas as your own without attribution.  It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of refernced information.  Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.

Please ask if you have any doubts about what constitutes plagiarism or how to credit a source.  It is *never* worth it to plagiarize—your credibility, integrity, and academic status are at stake. There is *always* a better way to deal with frustration or desperation over an assignment. Come talk to me. Better to take a late penalty than jeopardize your standing at UW.

**Duty to Report**While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, [www.uwyo.edu/reportit](http://www.uwyo.edu/reportit)). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, [www.uwyo.edu/stop](http://www.uwyo.edu/stop), 766-3296) (or SAFE Project ([www.safeproject.org](http://www.safeproject.org), campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to [www.uwyo.edu/dos/uwyocares](http://www.uwyo.edu/dos/uwyocares).

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.

**Student Resources**DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, [www.uwyo.edu/udss](http://www.uwyo.edu/udss)

COUNSELING CENTER: uccstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)

ACADEMIC AFFAIRS: 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)

DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)

UW POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)

STUDENT CODE OF CONDUCT WEBSITE: [www.uwyo.edu/dos/conduct](http://www.uwyo.edu/dos/conduct)

**Substantive changes to syllabus**All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor.  Students will be notified verbally in class, on our WyoCourses page announcement, and/or via email of these changes.

**Additional COVID Statement**

**COVID-19 Course Expectations and Guidelines**

1. COVID-19 Requirements: As a matter of public health and safety due to the COVID-19 pandemic, all members of the University of Wyoming community must follow university, state and federal requirements. Please check the UW COVID-19 website for University policies, guidelines, and resources.
2. COVID-19 Vaccine: The University strongly recommends all students, staff and faculty to voluntarily take the COVID-19 vaccine. Please let me know if you have questions about the vaccine, including where you can get this free vaccine on campus. If you receive the COVID-19 vaccinations, you should upload documentation to the Student Health Service patient portal as soon as their vaccine series is complete. More information about vaccines can be found at: http://www.uwyo.edu/alerts/campusreturn/vaccination/index.html.
3. Facial Coverings: Facial coverings are required in indoor spaces, including classrooms, studios and laboratories through at least September 20, 2021. This requirement does not apply to people alone in their offices or private spaces or in outdoor spaces, including those used for classroom activities. I will inform you of any changes to this requirement.
4. Preventive Guidelines. The University requires all students, faculty and staff to abide by the preventive guidelines established in the COVID Policy, including:
* Not coming to campus if you are sick.
* Minimizing contact with shared surfaces.
* Washing your hands often with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer.
* Avoiding touching your eyes, nose, and mouth with unwashed hands.
* Covering coughs and sneezes with a tissue or use the inside of their elbow 5. Classroom Behavior: Everyone in this class is responsible for maintaining an appropriate learning environment regardless of the mode of instructional delivery. As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies.
1. Syllabus Changes: I will alert you to any possible changes in course requirements, including course format changes, in response to UW decisions about community safety during the semester.
2. Attendance Policy: Attendance may be impacted by the COVID-19 pandemic.

ENGL 4075: Daily Schedule (tentative--please refer to individual weekly modules for specific information and updated deadlines; this is for information purposes only, offering a ballpark sense of how we will proceed, and is not updated throughout the semester)

***Week 1***

Tuesday, 8.24
Course Introduction

Thursday, 8.26
Read:: [http://www.njnonprofits.org/Whats-a-np.html (Links to an external site.)](http://www.njnonprofits.org/Whats-a-np.html)

[https://www.investopedia.com/terms/n/non-profitorganization.asp (Links to an external site.)](https://www.investopedia.com/terms/n/non-profitorganization.asp)

[https://www.foundationlist.org/news/what-is-a-nonprofit-the-types-of-nonprofits-definitions/ (Links to an external site.)](https://www.foundationlist.org/news/what-is-a-nonprofit-the-types-of-nonprofits-definitions/)

[https://www.councilofnonprofits.org/what-is-a-nonprofit (Links to an external site.)](https://www.councilofnonprofits.org/what-is-a-nonprofit)

[http://www.njnonprofits.org/Whats-a-np.html (Links to an external site.)](http://www.njnonprofits.org/Whats-a-np.html)

Here’s a list of top nonprofits. Including—but not limited to--the criteria used in compiling the list, what characteristics do these orgs share? Take a look at 5-10 of these org websites to get a sense of their work, and be ready to talk about a few of them on Thursday.

[https://topnonprofits.com/lists/best-nonprofits-on-the-web/ (Links to an external site.)](https://topnonprofits.com/lists/best-nonprofits-on-the-web/)

[What&#39;s the Profit in Nonprofits? | Areva Martin | TEDxCrenshaw (Links to an external site.)](https://www.youtube.com/watch?v=8Lhgruor0Z0) [](https://www.youtube.com/watch?v=8Lhgruor0Z0)

Due: Post to discussion (listed below in module): identify a non-profit that you admire and be prepared to talk about it. Video or audio (or written) response.

***Week 2­***

Tuesday, 8.31
Read Aristotle, Book 1, Parts 1-3 (pp. 4-20) [http://www.wendelberger.com/downloads/Aristotle\_Rhetoric.pdf (Links to an external site.)](http://www.wendelberger.com/downloads/Aristotle_Rhetoric.pdf)

and Bitzer, [http://www.arts.uwaterloo.ca/~raha/309CWeb/Bitzer(1968).pdf (Links to an external site.)](http://www.arts.uwaterloo.ca/~raha/309CWeb/Bitzer%281968%29.pdf)

Due: Find a non-profit website. What kinds of rhetorical situations do we find? Put another way, what sites of discourse do you find? Why? What kinds of texts? And, what are they doing? Post a brief response in the discussion thread here in the module that outlines your findings and thinking.

Thursday, 9.2

Read: Miller, [https://www.researchgate.net/profile/Carolyn\_Miller4/publication/238749675\_Genre\_as\_Social\_Action/links/56bc9c9c08ae6cc737c5c405/Genre-as-Social-Action.pdf (Links to an external site.)](https://www.researchgate.net/profile/Carolyn_Miller4/publication/238749675_Genre_as_Social_Action/links/56bc9c9c08ae6cc737c5c405/Genre-as-Social-Action.pdf)

Watch: genre video (in the module)

***Week 3***

Tuesday, 9.7

Read:

[https://wiredimpact.com/guide/essential-web-page-content-nonprofits/ (Links to an external site.)](https://wiredimpact.com/guide/essential-web-page-content-nonprofits/)

[https://nonprofithub.org/nonprofit-marketing/the-art-of-nonprofit-storytelling/ (Links to an external site.)](https://nonprofithub.org/nonprofit-marketing/the-art-of-nonprofit-storytelling/)

[https://www.thestorytellingnonprofit.com/blog/5-non-profit-newsletters-to-learn-from/ (Links to an external site.)](https://www.thestorytellingnonprofit.com/blog/5-non-profit-newsletters-to-learn-from/)

[https://www.wholewhale.com/tips/nonprofit-newsletter-examples/ (Links to an external site.)](https://www.wholewhale.com/tips/nonprofit-newsletter-examples/)

and TBA

Watch: rhetorical analysis video (in module); review genre video from last week

Due: begin work on rhetorical analysis assignment

Thursday, 9.9

Review rhetorical analysis sources in module; determine rhetorical analysis topic

***Week 4***

Tuesday, 9.14

Read:

[https://www.sciencedirect.com/science/article/pii/S2444569X20300391 (Links to an external site.)](https://www.sciencedirect.com/science/article/pii/S2444569X20300391)

TBA from Anheier and/or Steinberg/Powell

**In addition, be sure to post your rough draft of the rhetorical analysis assignment before class on Tuesday. Use the threaded discussion in the module to post.**

Thursday, 9.16

On Thursday, we will continue our discussion. Please read or view the following:

[https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1051&context=spnhareview (Links to an external site.)](https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1051&context=spnhareview)

[https://nonprofitquarterly.org/sustainability-to-survivability-nonprofit-finance-must-dos-in-the-time-of-covid/?gclid=EAIaIQobChMIgPSu2ZGE8gIVUAqtBh2MTwyYEAMYASAAEgL-fvD\_BwE (Links to an external site.)](https://nonprofitquarterly.org/sustainability-to-survivability-nonprofit-finance-must-dos-in-the-time-of-covid/?gclid=EAIaIQobChMIgPSu2ZGE8gIVUAqtBh2MTwyYEAMYASAAEgL-fvD_BwE)

Please identify a nonprofit sector of interest (please post in Discussion thread in module). This information will be used to develop some tentative project groups moving into next week.

**Finally, note that the final draft of your rhetorical analysis essay is due on Sunday, Sept. 19, by 11:59 p.m**

***Week 5***

Tuesday, 9.21

Watch:

[https://www.wholewhale.com/tips/nonprofit-mission-statements-vs-vision-statements/ (Links to an external site.)](https://www.wholewhale.com/tips/nonprofit-mission-statements-vs-vision-statements/)

[How to Write a Nonprofit Mission Statement (And Why) | Nonprofit Checklist Step #1 (Links to an external site.)](https://www.youtube.com/watch?v=FzFp-BbVLpk) [](https://www.youtube.com/watch?v=FzFp-BbVLpk)

Read:

[https://topnonprofits.com/examples/nonprofit-mission-statements/ (Links to an external site.)](https://topnonprofits.com/examples/nonprofit-mission-statements/)

[https://nonprofithub.org/starting-a-nonprofit/nonprofit-mission-statements-good-and-bad-examples/ (Links to an external site.)](https://nonprofithub.org/starting-a-nonprofit/nonprofit-mission-statements-good-and-bad-examples/)

[https://www.thebalancesmb.com/how-to-write-the-ultimate-nonprofit-mission-statement-2502262 (Links to an external site.)](https://www.thebalancesmb.com/how-to-write-the-ultimate-nonprofit-mission-statement-2502262)

[https://blog.elevationweb.org/20-effective-nonprofit-mission-statements (Links to an external site.)](https://blog.elevationweb.org/20-effective-nonprofit-mission-statements)

In class: form project teams and develop a mission statement, a name, and a brief slide presentation that overviews proposed local work. Position your org within the Laramie/WY context. Differentiate your mission. What problem do you solve?

Thursday, 9.23

Read: TBA

In class: mission statement activity

***Week 6***

Tuesday, 9.28

Due: Complete your group presentation on your hypothetical nonprofit organization and post it in the dropbox in the module. We will have brief presentations during class, with each followed by a short Q&A period. In addition, we will briefly discuss the Organizational Memo assignment.

Thursday, 9.30

Read: the introduction (pp. 1-10) in our course textbook, *Winning Grants Step by Step*, and Ch. 1 from the Clarke text (listed below in the module as a linked .pdf).

Due: Post to the Grant Project discussion thread listed below in the module. In addition, begin work on your organizational memo--there is no rough draft for this assignment, and the final will be due on Sunday, October 3, at 11:59 p.m.

***Week 7***

Tuesday, 10.5

Read: pp. 11-28 in *Winning*

In class, we will spend some time looking at a few samples to clarify our vision re: grant proposals.

Thursday, 10.7

Please view the following from Candid:

[Introduction to Finding Grants (Links to an external site.)](https://www.youtube.com/watch?v=bTfYyIQYQNg) [](https://www.youtube.com/watch?v=bTfYyIQYQNg)

Read: pp. 129-132 in *Winning*

Due: Organizational Memo (by 11:59 p.m.) in dropbox in module

***Week*** ***8***

Tuesday, 10.12

Read: pp. 29-38 in *Winning*.

Thursday, 10.14

Read: samples

***Week 9***

Tuesday, 10.19

Read: pp. 39-58 in *Winning*

Due: rough draft of statement of need--FINAL STATEMENT DUE ON WED, 10.20, BY 11:59 P.M.

Thursday, 10.21

Read: samples (TBA)

***Week 10***

Tuesday, 10.26
Read: pp. 59-68 in *Winning*

Due: rough draft of project description

Thursday, 10.28

Read: pp. 69-90 in *Winning*

Due: final draft of project description

***Week 11***

Tuesday, 11.2
Read: *Winning*, pp. 91-104, Markel (in module)

Due: continued work on template grant--have a budget and draft budget narrative by today

Thursday, 11.4

Due: rough draft of template grant due at 11:59 p.m.

***Week 12***

Tuesday, 11.9
Read: TBA

Due: begin work on target funder memo, continue work on grant proposal

Thursday, 11.11
Read: pp. 117-124 in *Winning*

Due: work on final draft of grant proposal-- please submit by Sunday, Nov. 14, at 11:59 p.m.

***Week 13***Tuesday, 11.16
Due: grant proposal presentation

Thursday, 11.18

Due: grant proposal presentation

\*\*Target Funder Memo due on Sunday, Nov. 21, at 11:59 p.m.

***Week 14***

Tuesday, 11.23

No class-Thanksgiving

Thursday, 11.25

No class-Thanksgiving

Due: have a Happy Thanksgiving

***Week 15***

Tuesday, 11.30

Read:[http://www.automotivedigitalmarketing.com/photo/social-media-marketing-campaign-chart (Links to an external site.)](http://www.automotivedigitalmarketing.com/photo/social-media-marketing-campaign-chart%22%20%5Ct%20%22_blank)

<https://nonprofithub.org/featured/the-anatomy-of-an-effective-fundraiser-letter/>

and read all of the linked sources in the Fundraising Letter Package assignment description (listed below in the module).

Thursday, 12.2

Read:

[https://www.youtube.com/watch?v=GsvSWkEHNDk (Links to an external site.)](https://www.youtube.com/watch?v=GsvSWkEHNDk) [](https://www.youtube.com/watch?v=GsvSWkEHNDk)

[https://www.youtube.com/watch?v=SUvoBzjZv7E (Links to an external site.)](https://www.youtube.com/watch?v=SUvoBzjZv7E) [](https://www.youtube.com/watch?v=SUvoBzjZv7E)

[https://hbswk.hbs.edu/item/nine-tips-from-an-expert-fundraiser-help-donors-invest-in-their-passion (Links to an external site.)](https://hbswk.hbs.edu/item/nine-tips-from-an-expert-fundraiser-help-donors-invest-in-their-passion)

[https://hbswk.hbs.edu/item/how-charitable-organizations-can-thwart-excuses-for-not-giving (Links to an external site.)](https://hbswk.hbs.edu/item/how-charitable-organizations-can-thwart-excuses-for-not-giving)

[https://hbswk.hbs.edu/item/donors-are-turned-off-by-overhead-costs-here-s-what-charities-can-do (Links to an external site.)](https://hbswk.hbs.edu/item/donors-are-turned-off-by-overhead-costs-here-s-what-charities-can-do)

[https://www.classy.org/blog/best-fundraising-ideas-growth/ (Links to an external site.)](https://www.classy.org/blog/best-fundraising-ideas-growth/)

<https://www.tandfonline.com/doi/abs/10.1080/01488376.2018.1479678>

***Week 16***

Tuesday, 12.7

Read: TBA

Due: rough draft of fundraising letter

Thursday, 12.9

Due: TBA

***FINAL FUNDRAISING PACKAGE DUE MONDAY, 12.13, AT 11:59 P.M***