ULIB 302 / COMM 393D Research for Non-Profits

Spring 2017
Tuesday/ Thursday 1:00pm-2:15pm 2036 Downtown Campus Library
Contact hours: 3hrs/wk.
Instructor: Alyssa Wright
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Office hours by appointment

Course Description

This course covers advanced research skills including precise, effective use of discipline specific databases and grant-seeking research. Students will apply these skills working in teams to produce a research portfolio for a local non-profit organization.

Course Learning Outcomes & Goals

WVU GEF Learning Goal	Learning Outcome	Assessment
Personal or Social Responsibilities (specifically civic knowledge and engagement)	Students will be able to demonstrate a basic understanding of how non-profit foundations are organized and their role in the United States society.	Reading Quizzes, Funder Source Reports, and Personal Reflections
Intellectual and Practical Skills (specifically information literacy)	Students will be able to determine the type and amount of information required for grant proposals.	Research Portfolio with annotated bibliography
Intellectual and Practical Skills (specifically information literacy)	Students will be able to employ reflective research strategies; including effective use of specialized databases such as the Foundation Center Grant databases, relevant academic research databases, and statistics sources.	Personal Reflections & Team Action plans
Intellectual and Practical Skills (specifically information literacy)	Students will be able to evaluate sources to identify the most authoritative and useful references for a grant proposal.	Source Reports & annotated bibliography
Intellectual and Practical Skills (specifically	Students will be able to identify & analyze potential grant funding opportunities for a non-	Funder Source Reports & Research Portfolio

information literacy)	profit organization.	
Intellectual and Practical Skills (specifically written and oral communication)	Students will be able to articulate the best communication strategies for approaching potential funders.	Research Portfolio
Intellectual and Practical Skills (specifically written and oral communication)	Students will be able to present their research effectively and professionally.	Client Presentations

General Education Foundation Area 4, Society & Connections

(Students will demonstrate understanding and analysis of human behavior, societal and political organization, or communication.)

This course will give students a general understanding of how the United States non-profit sector is organized and its role in US society. Students will also learn how to analyze and create rhetorical strategies used in grant proposals for non-profit organizations.

Major Assignments

The following are basic overviews of the major assignments for this course. More detailed assignment guidelines and grading rubrics will be distributed in class.

Team Research Portfolios & Client Presentations: The final project of the course will be a research portfolio and presentation for a non-profit organization. The portfolio will be created in teams and will include an executive summary, profiles of potential funders, useful statistics, a need statement or literature review, and an annotated bibliography.

Source Reports: Students will individually write at least 12 detailed reports on potential sources for the final team research portfolio. Source reports will be due at the end of each unit, and each student will be graded individually. Source reports will be posted to a team Google Drive or other web tool. Report formats will be determined by the teams.

Personal Reflections: Each student will write 3 personal reflections that give an account of his/her research process and his/her work with the non-profit.

Team Action Plans: Team action plans will be due at mid-term and near the end of the semester. Action plans will be brief outlines of work that needs to be done to complete the portfolio, including further research, and will assign specific tasks to team members.

Service Hours: Students will be required to complete no less than 5 volunteer hours for their non-profit organizations. Volunteer hours should be scheduled by the end of the 2nd week of class and should be completed by the end of the 13th week of class. Your service hours will be logged using iServe, the online service management system provided by WVU's Center for Service and Learning. You can learn more about iServe here: http://iserve.wvu.edu

Grading

35% of the final grade for this course will be based on group work, 65% of the final grade will be based on individual work.

Team research portfolios (group work) **30%**

3 Written personal reflections on the course and research process (individual work) **25%**

12 or more source reports (individual work) **25%**

Reading quizzes (individual work) **10%**

2 Team action plans (group work) **5%**

Volunteer hours with non-profit client (individual work) **5%**

Grading scale

A+ 100-98, A 97-92, A- 91-90, B+ 89-88, B 87-82, B- 81-80, C+ 79-78, C 77-72, C- 71-70, D+ 69-68, D 67-62, D- 61-60, F 59 and below

Course Reading

Readings will be posted on WVU Libraries' e-reserve. There is no required textbook for this course. Assigned readings are designed to give you background knowledge of the US non-profit sector, grant-seeking, research tools, and academic articles. The research project you will complete for this course will also require a significant amount of independent reading.

Due by week 3:

 Collins, S. (2008). *Foundation Fundamentals*. New York: The Foundation Center. (Chapters 1, 4, & 5)

Due by week 4:

Salamon, L. (2012) What is the nonprofit sector and why do we have it? In *America's Nonprofit Sector: A Primer* (pp. 9-25) New York: The Foundation Center.

Due by week 6:

Mallory, M & Forte, E. (2001) Government Documents and statistics sources: Important statistical sources. In Bopp, R & Smith, L (ed). *Reference and information services: An introduction*. (pp. 564-568) Englewood, CO: Libraries Unlimited.

Samuelson, R.J. (2011, Aug. 21). Please, save the Statistical Abstract of the United States. *Akron Beacon Journal Online*. Retrieved from http://www.ohio.com/editorial/robert-j-samuelson-please-save-the-statistical-abstract-of-the-united-states-1.230800

Samuelson, R.J. (2012, Dec. 12). The stat abstract lives! *The Washington Post*. Retrieved from http://www.washingtonpost.com/blogs/post-partisan/wp/2012/12/12/the-stat-abstract-lives/

Due by week 7:

Laubepin, F. (2013) How to read (and understand) a social science journal article. Ann Arbor, MI: Inter-university Consortium for Political and Social Research.

Badke,W.B. (2011). Journal databases in *Research Strategies: Finding your way through the information fog* (pp. 76-95) Lincoln, NE: iUniverse.

Due by week 10:

Tremore, J & Burke Smith, N (2009) Chapter 10, writing a statement of need in *Grant Writing: A complete resource for proposal writing* (pp. 91-101) Avon, MA: Adams Media.

Gitlin, L. & Lyons, K. (2008) Literature review/theoretical foundation in Successful Grant Writing: Strategies for Health and Human Service Professionals (pp 93-97) New York: Springer.

Attendance Policy

Attendance will not be graded; however you will not be able to make up in-class work and quizzes without prior arrangement with the instructor.

Service Learning Statement

Service learning courses include four essential elements. They:

1. Enable students to enhance learning while engaging in hands-on service;

2. Provide service that benefits the community partner and the student;

3. Engage students in reflection and critical inquiry that link learning from service to

academic learning; and,

4. Have the potential to promote community and civic engagement by relating service

experiences to issues of public concern. (adapted from the CSU Center for Community

Engagement, cecenter@csus.edu)

We'll be using our service project, conducting research for _____, as field experience, informing our study of information literacy and at the same time using our academic and intellectual skills to fill a real need in the community.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.

Academic Integrity statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Course Calendar

Week 1:

Form teams, prep for client interviews by formulating research questions about the organizations.

Week 2:

Day 1: Team members share what they found out about the client and their environment and formulate questions to ask the client in the interview.

Day 2: Client interviews with non-profit partners

Volunteer hours sign up deadline

Week 3: Begin Module 1: Finding potential funders

Day 1: Reading quiz on Foundation Center Foundation Fundamentals: Chapter 1, What is a foundation pg. 1-8; Chapter 4, Planning your Funding Research Strategy pg. 35-49; Chapter 5, online resources for funding research pg. 51-70

Teams create funder profile forms to use in their research

Day 2: Demo and practice searching in Foundation Center databases

Reflection 1 due

Week 4:

Day 1: Reading Quiz on Salamon, L. (2012) What is the nonprofit sector and why do we have it? In *America's Nonprofit Sector: A Primer* (pp. 9-25)

Work on finding and profiling funders using 990 forms

Day 2: Lab day, search Foundation Center databases

4 funder profiles due by end of the week

Week 5:

Day 1: Government funding sources

Day 2: Lab day, search grants.gov

 2 government funder profiles due by the end of the week

Week 6: Begin Module 2, Statistics

Day 1: Reading quiz on Mallory and Forte, Important Statistical Sources pp. 564-568; Samuelson, "Please, Save the Statistical Abstract of the United States; & Samuelson, "The Stat Abstract Lives!"

Discussion about Census data and demo of American FactFinder, Census.gov, & Statistical abstracts

Day 2: Teams meet to assess statistics needed by their clients and to create a format for statistic source reports.

Reflection 2 due

Week 7:

Day 1: Non-government statistics sources

Day 2: Reading quiz on: Laubepin, "How to Read (and Understand) a Social Science Journal Article"; Badke, "Journal Databases" pp. 76-95,

Ebsco & Web of Science databases demo and search

3 Statistics source reports due by end of week

Week 8:

Day 1: Discussion about copyright, open access & Google Scholar

Day 2: Lesson/workshop on writing source annotations and citations

2 Academic source annotations due by the end of the week

Week 9:

Team mid-term conferences with instructor & meetings with clients

Team action plans for further research and portfolio prep due by the end of the week

Reflection 3 Due

Week 10: Begin module 3: communication strategies

Day 1: reading quiz on Tremore, J & Burke Smith, N (2009) Chapter 10, writing a statement of need in *Grant Writing: A complete resource for proposal writing* (pp. 91-101) & Gitlin, L. & Lyons, K. (2008) Literature review/theoretical foundation in Successful Grant Writing: Strategies for Health and Human Service Professionals (pp 93-97)

Analysis of winning proposals

Day 2: analysis of winning proposals

Week 11:

Day 1: annotated bibliography drafts due, peer review

Day 2: need statement/ lit review drafts due, peer review

Week 12:

Team conferences with instructor & work on further research, optional client meetings

Team action plan for further research and portfolio creation due by the end of the week

Week 13:

Teams work on final portfolios and client presentations

Week 14:

Teams work on final portfolios and client presentations

Final reflections due

Thanksgiving

Week 15:

Presentations

Final portfolios due to clients