

Syllabus

INTS 331-005: The Nonprofit Sector (4 credits)

Fall 2019

Tuesdays 7:20pm – 10pm, Enterprise Hall Room 275
School of Integrative Studies, George Mason University

Course Facilitator:

Jennifer Rose, MPA
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School of Integrative Studies
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Office hours: By appointment

Course Description:

Through readings, classroom discussions and on-site experience in nonprofit organizations, we will explore the historical, legal, and socioeconomic forces that define and influence the American nonprofit sector. We will explore structures and issues such as mission-setting, fundraising, volunteer management, and budgeting that effect the success of nonprofit organizations.

Course Materials:

The class will use the following texts which are available through the GMU bookstore and online book vendors. In addition, each has been placed on reserve in the library with a 2 hour check out window.

Worth, Michael J. (2017). *Nonprofit Management: Principles and Practice (4th ed.)*. Thousand Oaks, CA: SAGE. ISBN-13: 978-1483375991; ISBN-10: 1483375994

Crutchfield, Leslie R. and Grant, Heather McLeod (2012). *Forces for Good: The Six Practices of High-Impact Nonprofits (Revised and Updated ed.)*. San Francisco, CA: Jossey-Bass – A Wiley Imprint. ISBN: 978-1-118-11880-1

Learning Goals:

- Understand the nature of the nonprofit sector and its role in American democracy
- Articulate the fundamental skill sets of nonprofit managers
- Recognize theoretical frameworks in an actual nonprofit setting and participate effectively in that organization
- Understanding the importance of accountability and communicating the organization's impact to community stakeholders
- Identify and find resources for learning more about nonprofits and how they operate
- Become familiar with career options in the nonprofit sector

School of Integrative Studies (SIS) Competencies and Learning Outcomes:

In particular, the course focuses on the following SIS competencies:

Civic Engagement: The practice based on an informed understanding of communities and the roles and responsibilities of individuals within those communities.

Communication: The process of creating and sharing meaning through human interaction.

Critical Thinking: The ability to think clearly and critically, using reason and experience to form considered judgments.

Group Collaboration: The process of working toward a shared agenda and/or common purpose while capitalizing on the diversity within the group.

Writing Intensive Statement: This course fulfills the Writing Intensive requirement in the major. It does so through a variety of written assignments, including a group assignment which will include a draft of the paper to be turned in for feedback before the final draft is due at the end of the term. You will receive feedback from me on all written assignments. Feedback on your writing will take the form of marginal and final comments on your assignments, in-class discussions, and individual and group conferences. Additionally, class time will be spent on discussing writing in the nonprofit world.

Principles Grounding a SIS Learning Community:

A learning community differs from most other courses in several specific ways. As YOU are an important part of creating a learning community, it is important that you understand their basic principles. Learning communities emphasize:

- Valuing of multiple sources of knowledge
- Learning from experience and reflection
- Working collaboratively with others
- Integration of knowledge from multiple sources
- Self-directed learning facilitated by clearly articulated learning competencies
- Learning through evaluation and assessment

Commitment to Diversity:

The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability. As a member of this learning community, it is an expectation that you will help contribute to the creation of an open and welcoming learning environment. You are welcome to question and challenge, but with civility and respect for the variety of perspectives reflected here.

Course Requirements:

All assignments should be uploaded to Blackboard by 7:20pm on the specified due dates, unless otherwise specified. Please note all assignments and due dates are subject to revision by the instructor.

I. Active Participation (100 points)

This course integrates experiential and community-based learning as a key component. Learning occurs through active participation in community work and class activities, discussion, and personal reflection upon experiences. Assignments based on the reading materials and group experiences will be factored into the participation grade. When you are unable to attend class, notifying the instructor in advance is appreciated. Your overall participation grade includes being actively present, prepared, and engaged. It also includes the following:

- **Class Discussion Assignments (40 points):** *(Due Dates Vary.)* These assignments help demonstrate students' mastery of key concepts and topics discussed in the readings. Briefings will consist of student lead discussions of questions and cases posed in class. Each week that these assignments are due, you will submit your responses to me before the beginning of class. I will grade the assignment only on the merit that it was completed in order to be prepared for class discussion. You will be evaluated on these assignments as such:

4 points	3 points	2 points	1 point	0 points
<ul style="list-style-type: none">• Prepared answers completely and thoughtfully with full, active, participation in class discussion.	<ul style="list-style-type: none">• Prepared answers completely and thoughtfully with "reluctant" participation in class discussion.• Prepared answers less fully, but had very active and engaged participation in class discussion.	<ul style="list-style-type: none">• Prepared answers less fully, with "reluctant" participation in class discussion.	<ul style="list-style-type: none">• Prepared answers less fully with no participation in class discussion.• Does not prepare answers, but participates in class discussion.	<ul style="list-style-type: none">• Does not do the assignment or participate in the class discussion.

- **Current Event Brief (CEB) (60 points)** – The nonprofit sector is an important part of our culture and economics in America. As a sector, nonprofits receive significant attention in newsworthy publications. This assignment is intended to help students link historical and abstract elements of the course with topics that are trending today. Students will sign up at the beginning of the semester to lead a 10-minute discussion about one relevant news article that either relate to the topic we will be discussing in class or on an important issue in the

media. **Articles should be posted on the Discussion Thread on Blackboard by 5pm the Friday prior to class in order to give your classmates ample opportunity to read the article BEFORE class.** Class members should read the articles and be prepared to participate in a class discussion. *(Each student will sign-up via Blackboard during the first class to present their Current Event Briefs between 9/10 - 10/1)*

II. Community-Based Learning (CBL) (200 points)

You will select a nonprofit organization to volunteer with over the course of the semester. Community-based learning will include 20 hours* of volunteer service-learning (approximately 2 hours per week over 10 weeks) with a community organization. **(20 hours x 5 points each - 100 points)** You will prepare a cover letter and resume for your CBL site early in the term for my feedback. *(The resume and cover letter will be due on 9/10 (10 points for resume + 10 points for cover letter = 20 points))*. A timesheet documenting your hours and activities in the organization, along with signed agreement forms, will be required of all students. *(Your CBL paperwork is due on 9/24 (15 points); the completed CBL Timesheet is due 12/3.) (15 points).*

Students will also complete an interview with a nonprofit professional associated with their CBL site. This professional may be someone who is a paid employee, volunteer, advocate, board member, etc. You will choose your own questions for this interview. You should use this opportunity to gain greater insight on a particular aspect of the Nonprofit Sector that you find interesting, unclear, etc. This could also be an opportunity to learn more about career options in the Nonprofit Sector. There are some good interview questions in Appendix C of the *Forces for Good* book we will be using in class. The write-up of your interview must be typed in Microsoft Word, double-spaced, 12-point font, 1 inch margins. The write-up should be a minimum of 1,000 words. *(Your write-up of the interview is due on 11/26.) (50 points)*

You are HIGHLY encouraged to identify and confirm your CBL site as soon as possible. You will be expected to draw from your experiences at the CBL site in class discussions as well as in written assignments. It is **MUCH EASIER** to do this if you have actually spent some time at the site. When choosing your CBL site, you must seek out an opportunity where you will be experiencing **how** nonprofits operate. While it is fun to “socialize” cats at the Humane Society and the like, this opportunity will not provide you with exposure to the operations, challenges, and opportunities presented in the Nonprofit Sector.

Social Action & Integrative Learning (SAIL) provides materials to support your service-learning, as well lists of organizations interested in hosting students. See <http://sail.gmu.edu> for links to information. Additionally, your instructor can help you identify organizations as well. **Note: if you are engaged in service-learning for another course, please see the instructor.*

III. Introduction Paper (50 points)

You will be assigned on the first day of class to write a 500 word (minimum) paper (typed in Microsoft Word, double-spaced, 1-inch margins, 12-point font) that introduces yourself to me. This paper must address why you are taking the course, your thoughts/impressions of the nonprofit sector, what you hope to get out of the course, and anything in particular you want to learn. This assignment will allow me to get to know you a little better, to understand

your perceptions of the Nonprofit Sector, and will also give me a sense of your writing style/ability. (Due 9/3)

IV. Analysis and Technical Writing Papers (200 points)

An analysis and a technical writing paper will be assigned during the course of the semester. The analysis paper is intended to help demonstrate how you approach topics, how you think about the subject-matter, analyze, present your ideas and opinions, and make connections to class discussions, readings, and CBL experiences. The technical paper will allow you to try your hand the type of writing that is often required in the Nonprofit Sector. Examples of this type of writing includes grant-writing, fundraising plans, marketing & communications plans, donor communications, program proposals, etc. Guidance on the topics and structure of the papers will be discussed in class and posted to Blackboard. The analysis paper must be typed in Microsoft Word, at least 1,000 words, double-spaced, 12-point font, 1 inch margins. (*Analysis Paper is due 10/8.*) The technical writing paper must be typed in Microsoft Word, double-spaced, 12-point font, 1 inch margins. Its required length will depend on the type of technical paper you choose to write. (*Technical Paper is due 11/12*)

V. Group Paper and Presentation (450 points)

There are two options for this assignment. Class members will be placed into groups of four (4) groups of six (6) to prepare a written assignment and group presentation. Groups will be determined in class on 9/24.

Option A – Nonprofit Sub-Sector Analysis (SAP)

Members of the class will work in groups of six (6) to present an in-depth analysis of a key nonprofit subsector (some examples include Healthcare; Education; Social Services; Arts, Culture & Recreation; Religion; Advocacy; Legal Services; and International Aid). There are four parts to this project that will help you develop a comprehensive sector analysis paper and interactive presentation:

- a) **Each student** will develop an annotated bibliography of 10 web sources that will inform the content and delivery of your sector analysis. (*Due 10/1*) **(40 points)**.
- b) **Each group** will develop a sector analysis paper that provides a thorough description and background of the specific subsector; data, trends, and nuances; unique challenges and opportunities; and any other relevant facts associated with this subsector. Each paper must be typed in Microsoft Word, at least 2,500 words in length, double-spaced, 12-point font, 1-inch margins. (*The initial draft is due 10/29 (75 points); the final paper is due December 3rd by noon (125 points).*)
- c) **Each group** will provide a presentation for their peers that address the topics outlined (in the sector analysis paper (see details below). Groups can be as creative as possible and need to plan interactive elements to invoke class involvement. Guest speakers are highly encouraged. (Please inform your instructor if you plan to have guests.) The presentation should be last between 45 minutes- 1 hour. At one hour, you will be stopped, even if you are not finished. (*Groups will be determined in-class on 9/24; Groups One and Two will present on 11/19; Groups Three and Four on 11/26.*) **(150 points)**.
- d) **Peer Evaluations** – Each member of the group will anonymously rate the performance of the other members of the group. The average score of your peers' evaluations will be factored into your grade. These evaluation forms are due at the beginning of class on 12/3. **(50 points)**. In addition, your peers will rate your Group Presentation. The average

score of your peers' evaluations will be factored into your grade. Group Presentation Evaluation forms are due in class the day they are completed on either 11/19 or 11/26. **(10 points)**.

Option B – Form a Hypothetical Non-Profit

Members of the class will work in groups of six (6) to identify an unmet need in the community and then “create” a nonprofit on paper to fulfill this need. You will use the IRS form 1023 as your guideline for this project. There are four parts to this project that will help you develop your hypothetical non-profit and interactive presentation:

- e) **Each student** will create a “simple” community-needs assessment to determine what unmet need the nonprofit will fulfill. Details on this assessment will be provided to you in class. *(Due 10/1)* **(40 points)**.
- f) **Each group** will develop a “package” of documents that are required by the IRS when forming a 501 (c) 3 organization. Please reference the IRS form 1023. Each required item must be typed in Microsoft Word, 2,500 words in length, double-spaced, 12-point font, 1-inch margins. The exception to this is any budget information, which should be prepared in Microsoft Excel. *(The initial draft of items in the package is due 10/29 (75 points); the final package is due December 3rd by noon. (125 points).)*
- g) **Each group** will provide a presentation for their peers that will present the newly “formed” nonprofit. The presentation will cover the need for such an organization, a review of its organization and structure, fund-raising plan, marketing plan, etc. Groups can be as creative as possible, include visual aids, and need to plan interactive elements to invoke class involvement. Guest speakers are highly encouraged. (Please inform your instructor if you plan to have guests.) The presentation should be last between 45 minutes- 1 hour. At one hour, you will be stopped, even if you are not finished. *(Groups will be determined in-class on 9/24; Groups One and Two will present on 11/19; Groups Three and Four on 11/26.)* **(200 points)**.
- h) **Peer Evaluations** – Each member of the group will anonymously rate the performance of the other members of the group. The average score of your peers' evaluations will be factored into your grade. These evaluation forms are due at the beginning of class on 12/3. **(50 points)**. In addition, your peers will rate your Group Presentation. The average score of your peers' evaluations will be factored into your grade. Group Presentation Evaluation forms are due in class the day they are completed on either 11/19 or 11/26. **(10 points)**.

Additional information about these assignments, including instructions, due dates, and evaluation criteria, will be provided.

Extra Credit: There will be at least one opportunity to earn 10 additional points. Extra credit will be provided for volunteering at a local non-profit organization's fundraising event. More information will be made available to students as the term progresses.

Grading and Evaluation:

Assignment	Points
Active In-Class Participation <i>10 in-class discussion assignments X 4 points each</i> <i>Current Event Brief</i>	40 points <u>60 points</u> Total: 100 points
Introduction Paper	50 points
Community-Based Learning (CBL) <i>Completion of hours (20 hours X 5 points each)</i> <i>Resume & Cover Letter</i> <i>CBL Paperwork</i> <i>Interview with community change agent</i> <i>CBL Time Sheet</i>	100 points 20 points 15 points 50 points <u>15 points</u> Total: 200 points
Analysis Paper Technical Writing Paper	100 points <u>100 points</u> Total: 200 points
Group Paper & Presentation Option A: Sector Analysis Project <i>10 annotated web sources (4 points each)</i> <i>Sector Analysis Presentation</i> <i>Group Draft</i> <i>Final Paper</i> <i>Peer Evaluations (Two evaluations)</i> <p style="text-align: center;"><u>OR</u></p> Option B: Form a Hypothetical Nonprofit <i>Community-Needs Assessment</i> <i>Hypothetical Non-Profit Presentation</i> <i>Group Draft of Packet</i> <i>Final Packet</i> <i>Peer Evaluations (Two evaluations)</i>	40 points 150 points 75 points 125 points <u>60 points</u> Total: 450 points 40 points 150 points 75 points 125 points <u>60 points</u> Total: 450 points
Total	1,000 points

Should you have a concern about the grade you receive on a specific assignment you should contact the instructor **within one week** of receiving your grade for that assignment.

At the end of the semester, your final grade will be determined based on the following scale:

980 - 1000 = A+	830 - 869 = B	670 - 699 = C-
930 - 979 = A	800 - 829 = B-	600 - 669 = D
900 - 929 = A-	770 - 799 = C+	Below 599 = F
870 - 899 = B+	700 - 769 = C	

Class Expectations and Policies:

Attendance and Timeliness: You are expected to attend all classes and to be on time. Absences and chronic tardiness will negatively impact your participation grade, as you clearly cannot participate in classes you do not attend. Late arrivals are disruptive to all of us, so please anticipate traffic, parking, and other possible delays in your planning. Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let me know in advance so I can make appropriate arrangements. Communication is very important.

Late Work: All work must be presented on time (i.e., by 7:20pm NOT 7:25pm or midnight on the due date) as prescribed in the assignment, unless the course facilitator has noted otherwise. Late work will **NOT** be accepted unless there are extenuating circumstances. Late work may be accepted if a written medical excuse is provided. **Due dates are clearly indicated throughout the syllabus and discussed in class. If you have questions or concerns, please COMMUNICATE them.**

Professionalism: As a representative of Mason away from campus, we ask that you act professionally in your interactions off-campus. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality. Be on time and honor your commitments to any off-site agencies. If you agree to volunteer at a particular date and time, then be sure to show up on time. These organizations are often counting on you to get a particular project completed and factor your help into their planning. Canceling at the last minute is very frustrating for the nonprofits. Avoid this if at all possible.

Technology in Class: Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructors, items that negatively impact the quality of your interactions are discouraged. Remember that your ability to listen and engage with your peers and substantively contribute to learning community discussions is a significant component of your final grade.

Mason E-mail and Blackboard. Please check your Mason email and our course Blackboard site several times a week, as I will use both email and Blackboard to communicate with you between classes. **Please note that it is university policy that I respond only to your Mason email accounts – this is to protect your privacy.**

NCC's Commitment to Diversity: The School of Integrative Studies is an intentionally inclusive community that celebrates diversity and strives to have faculty, staff and students that reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability.

Religious or Cultural Observances: Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let me know in advance so I can make appropriate arrangements.

The Honor Code and Academic Integrity: The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important

enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please talk with us or to a trusted friend or counselor to get your situation in perspective. The University provides a range of service to help with test anxiety, writing skills, study skills, and other related concerns.

Some projects are designed to be undertaken individually. For these projects, you may discuss your ideas with others or ask for feedback; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as it appears in the original and you must use quotation marks and page number(s) in your citation. If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words—you must still cite the source, using MLA or APA format.

The re-use of papers, presentations, etc., from one course in another course is not appropriate. In every SIS course, faculty expect that work that is submitted has been done only for that class. An exception is made for materials included within course and year-end portfolios.

Student Support:

Office of Disability Services: If you have a learning difference which may influence your work in this class, please provide the form from the Disability Resource Center which details the accommodations you need to complete the course enjoyably and successfully. Faculty can only offer accommodations to students who have identified themselves to the Disability Resource Center. Contact information: SUB I Rm 211, (703) 993-4306, <http://ods.gmu.edu>.

Writing Resources: The University's Writing Center, offers free, expert tutoring to writers at all levels who want to improve their writing. Each individual session lasts for 45 minutes, and you should try to book an appointment in advance. Located in the Johnson Center room A114, writingcenter.gmu.edu. NCC's online writing guide, is also a useful resource: <http://classweb.gmu.edu/nccwg/>

Student Technology Assistance and Resources (STAR) Center: This resource is available to assist you with questions about technology. Johnson Center 229, (703) 993-8990

Counseling Center: While coursework and academic expectations are stressful enough, many times personal events or circumstances can also affect your ability to handle the stress of college life. Please know excellent resources are available to you at the Counseling Center, SUB I, third floor, (703) 993-2380.

Class Schedule (subject to change):

*Additional readings may be assigned and posted to Blackboard. All assignments are due by the beginning of class unless otherwise specified.

Date	Topic	Readings to Discuss/ Assignments	Due
Aug. 27	Introductions Course Overview What is a Nonprofit?	Worth Ch. 1 Crutchfield, Part One: Introduction (pgs. 3-23) Assign: <ul style="list-style-type: none"> • Current Event Brief (CEB) (Due various weeks 9/10 – 10/1) • Introduction Paper (Due 9/3) • Class Discussion Assignment #1: Prepare an answer to <u>one</u> of the <u>Questions for Discussion</u> (pg. 46-47) and be prepared to discuss your answer in class on 9/3. 	<ul style="list-style-type: none"> • Read Worth Chapter 1 • Crutchfield, Part One
Sep. 3	Understanding Nonprofits Careers in Nonprofits	Worth Ch. 2 Guest Speaker: University Career Services (Tentative) Assign: <ul style="list-style-type: none"> • Class Discussion Assignment #2: Choose <u>one</u> of the <u>Case Studies</u> (pg. 68-72) and answer the questions related to the Case you chose. Be prepared to discuss your answers in class on 9/10. • Resume & Cover Letter for CBL Hours (Due 9/10) 	<ul style="list-style-type: none"> • Read Worth Chapter 2 • Introduction Paper • Discussion Question
Sep. 10	Nonprofit Theory	Worth Ch. 3 Crutchfield, Ch.1 Assign: <ul style="list-style-type: none"> • Class Discussion Assignment #3: Answer questions 1 and 2 on page 104. Be prepared to discuss your answers in class on 9/17. • Complete the online leadership style quiz on one of the following websites and be prepared to discuss your results. Were you surprised by the results? Why or why not? https://www.psychologytoday.com/tests/career/leadership-style-test https://www.mindtools.com/pages/article/leadership-style-quiz.htm 	<ul style="list-style-type: none"> • Read Worth Chapter 3 • Read Crutchfield Chapter 1 • CEB (6) • Case Study • Resume & Cover Letter
Sep. 17	Governing & Leading Nonprofits	Worth Ch. 4, 5 Crutchfield Ch. 7 Guest Speaker: TBA (Tentative) Assign: <ul style="list-style-type: none"> • Class Discussion Assignment #4: Answer questions 1, 2, and 3 on page 167. Be prepared to discuss your answers in class on 9/24. • CBL Paperwork (Due 9/24) 	<ul style="list-style-type: none"> • Read Worth Chapters 4 & 5 • Read Crutchfield Chapter 7 • CEB (6) • Discussion Questions and

			Leadership Style Results
Sep. 24	Accountability & Performance	<p>Worth Ch. 6</p> <p>Assign:</p> <ul style="list-style-type: none"> • Group Project Groups • Group Project Option A: SAP Project Bibliography (Due 10/1) • Group Project Option B: Community Needs Assessment (Due 10/1) • Analysis Paper #1 (Due on 10/8) • Class Discussion Assignment #5: Answer <u>Discussion</u> Questions 1 and 3 on page 197-198. Be prepared to discuss your answers in class on 10/1. 	<ul style="list-style-type: none"> • Read Worth Chapter 6 • CEB (6) • CBL Paperwork • Discussion Questions
Oct. 1	Strategy & Capacity Building	<p>Worth Ch. 7 Crutchfield, Ch. 6 and Ch. 8</p> <p>Assign:</p> <p>Class Discussion Assignment #6: Read Crutchfield Chapter 13. Use the diagnostic tool with your CBL site as the nonprofit organization. Be prepared to discuss your findings in class on 10/8.</p>	<ul style="list-style-type: none"> • Read Worth Chapter 7 • Read Crutchfield, Chapters 6 & 8 • CEB (6) • SAP Project Bibliography (Option A Only) • Community Needs Assessment (Option B Only) • Discussion Questions
Oct. 8	Collaborations, Partnerships, & Mergers	<p>Worth Ch. 8 Crutchfield, Ch. 5</p> <p>Guest Speaker: Joanne Walton, Britepaths (Tentative)</p> <p>Assign:</p> <ul style="list-style-type: none"> • Class Discussion Assignment #7: Read Cases 9.1-9.4 on pages 254-256 and answer the questions related to those cases. Be prepared to discuss your answers in class on 10/22. • Option A Group Analysis Paper Draft (Due 10/29) • Option B Group Packet Draft (Due 10/29) 	<ul style="list-style-type: none"> • Read Worth Chapter 8 • Read Crutchfield Chapter 5 • Analysis Paper #1 • Forces for Good Diagnostic Tool
Oct. 15	No Class	Fall Break!	

Oct. 22	Managing Staff & Service Volunteers	Worth Ch. 9 Crutchfield, Ch. 4 Guest Speaker: Kim Luckabaugh, Volunteer Fairfax Assign: <ul style="list-style-type: none"> • Class Discussion Assignment #8: Answer question 3 on pages 299-300 and be prepared to discuss your responses in class on 10/29. 	<ul style="list-style-type: none"> • Read Worth Chapter 9 • Read Crutchfield Chapter 4 • Case Study
Oct. 29	Marketing, Communication, Advocacy & Lobbying	Worth Ch. 10 & 11 Crutchfield, Ch. 2 Guest Speaker: Larry Rockwell, The Arc of Northern Virginia (Tentative) Assign: <ul style="list-style-type: none"> • Class Discussion Assignment #9: Answer question 2 on page 330 and be prepared to discuss your findings in class on 11/5. 	<ul style="list-style-type: none"> • Read Worth Chapters 10 & 11 • Read Crutchfield Chapter 2 • Group Paper (Option A) Draft • Group Packet (Option B) Draft • Discussion Question
Nov. 5	Financial Management & Philanthropic Fund-Raising	Worth Ch. 12 & 13 Guest Speaker: Clifford Yee, Executive Vice-President and Chief Financial Officer, NVFS (Tentative) Assign: <ul style="list-style-type: none"> • Technical Paper (Due 11/12) • Class Discussion Assignment #10: Answer question 1 on page 393 and question 2 on page 408 and be prepared to discuss your findings in class on 11/19. • Groups 1&2 Presentations 	<ul style="list-style-type: none"> • Read Worth Chapters 12 & 13 • Discussion Question
Nov. 12	NO CLASS	Assign: Interview Write-Up (Due 11/26) <i>Use this time to:</i> <ul style="list-style-type: none"> • Conduct Your Interview at CBL Site &/or • Meet with your group to work on presentations 	NO CLASS <ul style="list-style-type: none"> • Technical Paper
Nov. 19	Earned Income Strategies & Grants	Worth Ch. 14 & 15 Crutchfield Ch. 3 Assign: Groups 3 & 4 Presentations	<ul style="list-style-type: none"> • Read Worth Chapters 14 & 15 • Crutchfield Chapter 3

			<ul style="list-style-type: none"> • Groups 1 & 2 Presentations • Discussion Questions
Nov. 26	Social Entrepreneurship	Worth Ch. 16 Crutchfield Ch. 9	<ul style="list-style-type: none"> • Read Worth Chapter 16 • Crutchfield Chapter 9 • Groups 3 & 4 Presentations • Interview Write-Up
Dec. 3	International Organizations	Worth Ch. 17 <i>Guest Speaker: Tentative</i>	<ul style="list-style-type: none"> • Read Worth Chapter 17 • CBL Timesheet • Final Group Paper (Option A) • Final Group Packet (Option B)
Dec. 10		Reading Day	