



IDH 3035 UHE 1231: Practice Philanthropy: A Call to Action



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Assistant Teaching Professor

Instructor Information

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Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.

General Information

Course Description and Purpose

This course is designated as a Global Learning course that counts toward your FIU global learning graduation requirement. It has been designed for students who intend to make an impact and make the world a better place using their own philanthropic resources. Students will learn philanthropic processes and approaches to philanthropy that pairs their passions with strategy. Along with learning from the professor, students will be able to interact with philanthropists and nonprofit experts through visits to nonprofits and participation in community service. Students who successfully complete this course will not only enhance awareness of social problems in their community, but also develop critical thinking, communication, leadership, and other life skills as life-long learners.

This is a hybrid class. In a hybrid class, the face-to-face meeting time is reduced by 50%. The other 50% of the class takes place outside of the classroom (online, in the field, in the community, or some other place). Students taking Hybrid classes will need to be self-regulating in their habits, and keep up with both the face-to-face and out-of-class work. They will also need to be careful to make connections between what happens in class and what they do on their own.

However, the Hybrid modality provides more flexibility for tight schedules. To access the online component, please go to: <https://canvas.fiu.edu/login/>.

Course Objectives

Upon completing this course, students will be able to:

1. Demonstrate knowledge of philanthropy and its processes.
2. Communicate with philanthropists and nonprofit experts.
3. Solve social problems in the community.
4. Develop critical thinking, communication, leadership, and other life skills.

Global Learning Course Learning Outcomes

1. Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
2. Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
3. Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Important Information

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In the Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php> . Please refer to the following documents for additional information: FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with

instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Resources

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu.

Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Course Prerequisites

There are no prerequisites for this course.

Textbook and Course Materials

No textbook required.

Expectations of this Course

Students are expected to:

- **Attend** all classes;
- **interact** with instructor, mentors, and peers online and offline;
- **review** and follow the course calendar and weekly outlines;
- **respond to emails** within **2 days**;
- **submit** assignments by the corresponding deadline.

The instructor will:

- respond to **emails** within **48 hours**;
- grade assignments within **5 days** of the assignment deadline.

Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 2 days.

Digital Media Assignments

The students are required to submit a digital media assignment each week. Students will create a piece of work, deliverable, or artifact using digital tools. The digital media could be a video, website, infographic, podcast, or social media post. It is the goal of this assignment to summarize students' philanthropic work in this class. Details will be provided during the first in-person meeting.

Group Action Plan

The objective of this group project is to create a strategic plan for how you will work together and use your philanthropic resources to bring positive change to the world. This group project is the culmination of all the knowledge you have gained in this course. It pulls together material from each week to develop a comprehensive action plan. Descriptions and specific tasks will be provided on Canvas.

Grading Criteria:

	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Concept	31-40 points Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.	21-30 points Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.	11-20 points Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.	0-10 points Little effort has been spent on refining a concept. Unclear on the goals and how the project objectives will be met.	
Content/ Organization	31-40 points The content includes a clear statement of purpose or theme and is creative,	21-30 points Information is presented as a connected theme with accurate,	11-20 points The content does not present a clearly stated theme, is vague, and some of	0-10 points Content lacks a central theme, clear point of view and logical sequence of	

	<p>compelling and clearly written. A rich variety of supporting information contributes to the understanding of the project's main idea. Events and messages are presented in a logical order.</p>	<p>current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.</p>	<p>the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.</p>	<p>information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information. Information is incorrect, out of date, or incomplete.</p>	
Teamwork	<p>16-20 points</p> <p>Student met and had discussions regularly. He or she was part of the final project, and showed respect with each other.</p>	<p>11-15 points</p> <p>Student missed one or two discussions. He or she contributed to the final project at some level, and showed respect with each other.</p>	<p>6-10 points</p> <p>Student met only a couple of team meetings. He or she contributed at some level, but a majority of the work was done by other members.</p>	<p>0-5 points</p> <p>Student did not show up to any meetings. He or she did not contribute at all to the project. Low levels of respect were evident.</p>	
Final Score					

Group Presentation- Action Plan

You will be presenting your final action plan to the nonprofit you work with. Each student should talk at least 10 minutes.

Grading Criteria:

Topic: Score _____ out of 20

- The topic is educational (0-5)
- The topic is relevant to the audience (0-5)
- The topic provides insight (0-5)
- The topic is discussed thoroughly (0-5)

Content: Score _____ out of 60

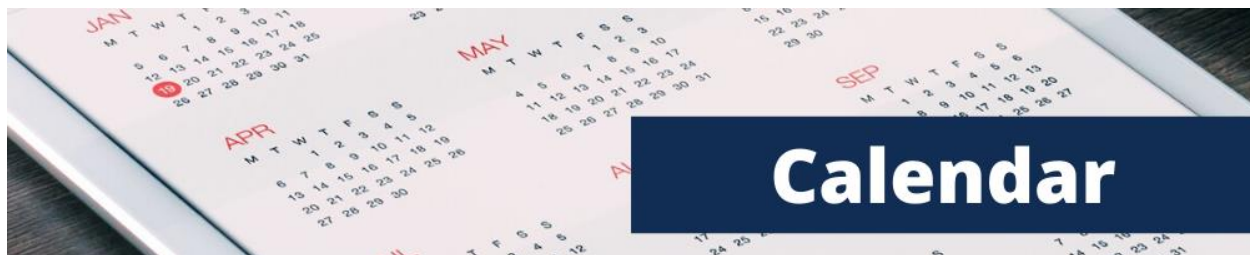
- Presents enough information (0-15)
- Language is used properly and effectively (0-15)
- Images and/or graphics relate well to content (0-15)
- Student demonstrates a thoughtful approach to the subject (0-15)

Presentation: Score _____ out of 20

- Student behaves professionally (0-5)
- Sound is clear and understandable (0-5)
- Student has eye contact (0-5)
- Student talks at least 5 minutes (0-5)

Grading				
Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Participation	9	10	90	15%
Digital Media Assignments	15	10	150	25%
Action Plan	1	100	100	30%
Presentation	1	100	100	30%
Extra Credit	TBD			
Total				100%

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 – 86.99	C	70 – 76.99
A-	90 – 94.99	B-	80 – 82.99	D	60 – 69.99
B+	87 – 89.99	C+	77 – 79.99	F	59.99 or less



Module	Date	Topics (Subject to Change)	Assignments
1	01/09 – 01/15	Introduction (In Person)	Digital Media
2	01/16 - 01/22	Philanthropy (Online)	Digital Media
3	01/23 – 01/29	Practical Philanthropic Experience (In Person) Amanda Santa Cruz & Espi Valdes	Digital Media
4	01/30 - 02/05	Major Worldwide Issues (Online)	Digital Media
5	02/06 - 02/12	Panther Alumni Week (In Person) Lori-Ann Cox	Digital Media
6	02/13 - 02/19	Theory of Change (Online)	Digital Media

Module	Date	Topics (Subject to Change)	Assignments
7	02/20 - 02/26	SOBEWFF 2023 (In Person) SOBEWFF Behind-the-Scene Tour	Digital Media
8	02/27 - 03/05	Spring Break (No Class)	No Assignments
9	03/06 - 03/12	Philanthropic Leaders (In Person) Raul Rodriguez	Digital Media
10	03/13 - 03/19	Philanthropic Resources (Online)	Digital Media
11	03/20 - 03/26	Fundraising (In Person) Frantz Williams	Digital Media
12	03/27 - 04/02	Giving Motivations (Online)	Digital Media
13	04/03 - 04/09	Donor Relations (In Person) Greta Moncayo	Digital Media
14	04/10 - 04/16	Completing the Action Plan (Online)	Digital Media
15	04/17 - 04/23	Group Presentations Session 1 (In Person) FIU Foundation, Mentors & Experts	<ul style="list-style-type: none"> • Digital Media • Group Presentation
16	04/24 - 04/29	Group Presentations Session 2 (In Person) FIU Foundation, Mentors & Experts	<ul style="list-style-type: none"> • Digital Media • Group Presentation • Final Action Plan