Writing With Communities & Nonprofits

ENC 4354-0001 // Tuesdays and Thursdays 1:30-2:45 PM // Fall 2016

contact

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Office Hours: Tuesdays 10 am-noon, Wednesdays 1-4 pm, and by appointment

course description and goals

In this course, we will examine how communities use writing to accomplish goals, connect with others, address local needs, and effect change. We will engage "community" in two keys ways—first, through considering the role and writing of nonprofits, and second, by reflecting more broadly on how communities of all kinds write to effect change. More specifically, this course is designed to help you:

- Gain an understanding of the goals and missions of local non-profit and other community organizations.
- Gain an understanding of the texts communities use in order to achieve their goals and mission, including an understanding of genres, conventions, rhetorical strategies, and writing processes.
- Acquire and practice using rhetorical strategies that appropriately address the exigencies, audiences, and purposes non-profit professionals and other communities face.
- Gain specific writing and communication skills that can aid you in a future career in or as a volunteer for non-profit organizations (or in workplaces more generally).
- Learn to research foundation funding and write grant proposals.
- Make personal connections with professionals in the local non-profit community.

In order to accomplish these goals, the work of this course will be focused around two major projects. The first project, the Grant Proposal, involves you engaging with a local nonprofit organization. Early in the course, we will hear from a number of guest speakers from local organizations. You will choose one of these organizations (or another approved organization) as a partner for the project. Working *with* the nonprofit organization, you will **(1)** assess a funding need, **(2)** research and compile a

list of possible funding sources for the organization, and **(3)** draft, revise, and polish a grant proposal on their behalf.

The second major project, Writing Community Change, asks you to engage a local community you're a part of or want to know more about—this can be a campus community (e.g., a photo club, a sports club, a political organization, etc.), an Orlando-area community (e.g., a cultural group, a reading group, a farmers market, etc.), a digital community (e.g., a gaming forum, a crafting space, an active Facebook group). The project asks you to **(1)** observe what kinds of writing and media are used within the community and **(2)** devise a writing campaign or strategy that will be of use to the community. In short, your goal is to effect change within the community through writing.

In order to achieve the goals of the course, <u>you will need to transportation to leave campus on multiple occasions</u> to visit your community partner sites, as well as to visit the Orlando Public Library where the Foundation Center grant resources are housed. Since you will always be working with one or more classmates, you are encouraged to carpool and consider transportation plans in advance.

required readings

- No textbook purchases required. All readings will be available as PDFs on Webcourses.

polices

access/accommodation

I am committed to maximizing your learning potential and making this course as accessible as possible. If there is any way that I can adapt this course to better meet your needs as a learner, please let me know. If you have a documented disability, I will provide any accommodations that have been best determined by you and Student Accessibility Services.

Contact for Student Accessibility services:
    website: http://sas.sdes.ucf.edu/
    email: sas@ucf.edu
    office: Ferrell Commons 185
    phone: 407-823-2371

classroom conduct

Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. As a matter of common courtesy, please come to class on time and prepared. More importantly, proper classroom conduct also entails creating a positive learning experience for all students, regardless of race, sex, religion, sexual orientation, social class, or any other feature of personal identification; therefore, sexist, racist, prejudicial, homophobic, or other derogatory remarks will not be tolerated.

late work

All assignments must be turned in on time. In extreme cases, you may be allowed an extension if you contact me *before* the regularly scheduled due date.

academic integrity and plagiarism

Plagiarism consists of knowingly copying and/or reproducing the work of someone else without supplying appropriate credit. In cases involving deception (e.g. buying an online paper or copying others' work without giving them credit), consequences can result in failing the assignment or, if serious enough, failing the course. If at anytime you are unsure about what constitutes plagiarism, please schedule a time to meet with me.

For further details about Academic Integrity at the University of Central Florida — including a detailed list of examples of academic dishonesty and procedures and penalties for dealing with instances of academic dishonesty — visit http://goldenrule.sdes.ucf.edu/.

resources

University Writing Center
Main location: Colbourn 105.
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to

teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

The Grantsmanship Center
 Web: http://www.tgci.com/

The Foundation Directory Online
 Web: http://fconline.foundationcenter.org/

Foundation Center Resources, Orange County Library (downtown).
Contact: Warren French French.warren@ocls.info 101 E Central Blvd, Orlando FL 32801. 407.835.7323 ex. 6393

Philanthropy and Nonprofit Leadership Center at Rollins College, Winter Park.
http://pnlc.rollins.edu/ They have workshops such as "Finding Grant Funding," "Six Simple Steps for Fundraising Success," and "Proposal Writing Series." There is a charge for these workshops, but you can search their Foundation databases for free when on campus.

course assignments and expectations

10% participation, attendance, and professionalism

You are expected to participate in every class we meet. You will be evaluated on the ways in which you participate in adding to the collaborative knowledge that we will be producing each day.

Importantly, because this is a small class with a key purpose to connect you with nonprofit professionals and activities, it is imperative that you regularly attend class, come prepared, and look professional on days when we have guest speakers. It is also extremely important that you communicate professionally with your nonprofit partner, and work responsibly with your classmates. If you do all of these things, you'll receive full participation credit.

If you miss more than 3 classes, points will be deducted from participation for each class absence thereafter. If you miss more than 5 classes, I will recommend that you drop the class immediately.

If I get complaints from your community or classroom partners regarding your lack of engagement or professionalism, I will speak to you about it. If the problems are not corrected, you will lose participation points. The bigger the problems, the more participation points you will lose. Severe problems can result in losing all participation points.

If you don't attend workshops with drafts, you will lose points each time. If you don't come prepared with questions for the guest speakers, you will lose participation points.

20% homework journal

In order to make it easy to see your progress, ideas, and what you've learned, you'll have a number of shorter analyses and reflections. These will be submitted to Webcourses.

- One definition of "non-profit" and a list of non-profits in the community (1%)

- Two rhetoric and genre analyses (5% each)
- Four guest speaker reflections (2% each)
- One definition of "community" and a list of communities you're a part of or want to know more about (1%)

The analyses should be fairly formal and well edited, as they are practice for your later final project. The reflections can be informal, but should be thoughtful and demonstrated that you were engaged and learned something. You won't get credit if you write a reflection about a guest speaker you weren't in class to hear.

40% grant project

The grant project will consist of three major components: (1) a research-driven memo of funding possibilities, (2) grant proposal draft and final version, and (3) professional communication (initial email query and cover letter).

funding memo (10%)

Once you have connected with a community partner and know the amount of money they need and what they need it for, your first job is to research possible funding sources. Do this by using the resources we discuss in class and learned about at the library.

Then you'll make a list of 8-10 potential funding sources for the project. **Before doing your research be sure to ask your community partner who they have received funding from in the past so that you do not send them a list of sources they already know about.** For each source provide:

- name of foundation/corporation,
- contact name,
- address,
- funding areas,
- average grant or grant range, and
- deadlines (if any).

Put this list in memo format addressed to your client and cc'd to me. Include as appendices photocopies of the application requirements or the *Foundation Directory* entry for each of the foundations on your list so that I can make sure you have chosen appropriate funding sources. You **will turn the memo into me and then share it with your partner upon my approval**.

As you research funding sources, remember to weed out less likely funding sources by checking that they:

- Fund in the appropriate geographical area
- Fund the appropriate subject/focus area (i.e., social services, arts, scientific research, etc.)
- Fund the appropriate kind of project (bricks and mortar, start up, solitary research, etc.)
- Give the amount of money the project requires (check their average grant, their high and low grants)

For help with memos, see: http://owl.english.purdue.edu/owl/resource/590/1/.

grant proposal draft + final version (25%)

From your list of potential funding sources, you will work with your community partner to choose one source and write a **grant proposal requesting funding from that source on behalf of your community partner**. That final source should either not require forms or have forms that are *completely* online, since you will not have time to write for and request additional forms. The funding source should also be giving grants at this time of year—check their deadlines.

As you write the grant proposal, use the guidelines outlined in class readings, but also be sure to carefully follow the guidelines given by the funder. The form, content, and length of grant proposals varies depending on the funding source's guidelines and the scope of the project that needs to be funded. The proposal may be in the form of a letter, or it may be a freestanding proposal with a cover letter.

We will workshop pieces of the proposal, and then a **complete revised draft** is due to me. I will return it to you with comments and a grade. You should make changes I suggest before sending a **final version of the proposal** to your community partner.

professional correspondence (5%)

You are expected to communicate with your community partner in a professional manner. Two key ways you'll do this is (1) through your initial email query to work with the nonprofit organization (and follow-up emails/correspondence) and (2) by writing a cover letter to overview the grant proposal and explain the next steps needed to complete the proposal process.

30% writing community change project

The Writing Community Change Project asks you to design a writing strategy or campaign to be used with a particular community with which you're involved. The project will be divided into three key deliverables: (1) an observation report that details a particular community's writing, (2) a campaign or strategy for using writing within that community to effect a particular change, and (3) an in-class presentation that outlines your campaign/strategy. We will spend a lot of time in class unpacking what "community" means. We will strive to write *with* communities, not for them or to them.

observation report (5%)

After selecting a community you're part of or want to know more about, you will spend some time observing the community. More particularly, you should aim to be mindful of the writing used within the community. Then, in a succinct report, you will detail your observations. This report is meant to be inventional—that is, it should help you design the next portion of this project, the writing campaign.

change campaign/strategy report (15%)

The campaign or strategy for change should be rhetorical—responding to the needs of a specific community and the kairotic moment in which you are working. Therefore, the deliverable for this project may take many different forms. Some ideas you may pursue:

- Detail and provide examples of how your community may use digital storytelling to communicate with various stakeholders
- Design a social media campaign on behalf of your community
- Produce a website or informational documents to enhance the visibility of your community
- Redesign informational document(s) or website(s) to enhance accessibility for all community members
- Design and strategize ways to attract new members to your community

As you can tell, there are many routes you can take with this project. You will be required to meet with me one-on-one to discuss your plans for carrying out this project. The deliverable for this portion of the project should be a report form and should both contextualize your campaign and provide examples of the writing/design you want to use.

presentation (10%)

You will bring it all together by presenting your campaign to the class. The presentation should (a) explain the community, (b) contextualize your campaign, and (c) provide examples of the writing you've designed for the campaign.

schedule please note: the schedule is subject to change

Date	In-class Topics	Due
WEEK 1 – What are Nonprofits?		
Aug 23	Introductions & course goals	
Aug 25	What are nonprofits?	Journal: Nonprofit definition Read: Salamon, "What is the Nonprofit Sector?"
WEEK 2 – Nonprofits around UCF		
Aug 30	Nonprofits in this community	Journal: List of nonprofits
Sept 1	Analyzing nonprofit websites via rhetorical analysis	Read: Selzer, "Rhetorical Analysis: How Texts Persuade Readers;" Carroll, "Backpacks v. Briefcases"
WEEK 3 – Analyzing Nonprofit Documents and Websites		
Sept 6	Grant project: models, logistics, partners; Genre analysis	Journal: Rhetorical Analysis of nonprofit websites Read: Bazerman, "Speech Acts, Genres, and Activity Systems"
Sept 8	Guest Speaker: Mark Brewer	Read: Sample proposals
Week 4 – Speaking with the Community		
Sept 13	Guest speaker: Terry DeCarlo	Journal: Genre Analysis of grant proposals Journal: Guest speaker reflection To do: Make contact with approved community partner by this week
Sept 15	Guest speaker: Angela White-Jones	Journal: Guest speaker reflection
Week 5 – Researching Funding Sources		
Sept 20	Researching funding sources: **Meet at Downtown Library**	Journal: Guest speaker reflection To do: Have community partner for grant project solidified early this week and have a solid understanding of their

		particular funding need
Sept 22	Researching funding sources, cont. (discussion and in-class work time)	
Week 6 – Planning/Designing the Proposal		
Sept 27	Document design and visual rhetoric; discuss community partner needs	Read: Williams
Sept 29	Guest speaker: Mertice Kelly	To do: continue researching funding sources and begin writing funding memo
Week 7 – Writing the Problem/Need Statement		
Oct 4	Funding memo workshop	Journal: Guest speaker reflection Due: Funding Memo Draft for Feedback
Oct 6	Crafting compelling needs statements and goals/objectives	Read: Karsh and Fox, "Identifying and Documenting the Need"
Week 8 – Writing the Proposal		
Oct 11	Style and Proposals	Read: Karsh and Fox, "Writing Proposals with Style";
Oct 13	Outlining the Proposal	Read: Karsh and Fox, "Tackling the Blank Page" Due: Funding Memo Final (sent to community partner and cc'ed to me)
Week 9 – Revising the Proposal		
Oct 18	Workshop proposals	Due: Bring to class a draft of your proposal—be sure to send to Dustin *after* the in-class revision
Oct 20	Out of town—no class held	Continuing writing and revising
Week 10 – Writing Community Change		
Oct 25	In-class work time on Proposals/cover letters	
Oct 27	Introduce Writing Community Change Project	Due: Proposal Full Draft—emailed to Dustin
Week 11 – Defining and Complicating "Community"		
Nov 1	What is a community? How	Read: Harris, "The Idea of Community

	does one participate in a community? How does one write (in) a community?	in the Study of Writing," and Long, "Definitions and Distinctions" Journal: Definition of "community"
Nov 3	Community ecologies—investigating the mundane texts at UCF	Journal: List of communities Read: Rivers and Weber, "Ecological, Pedagogical Rhetoric"
Week 12 – Designing Community Change		
Nov 8	Brainstorm and discuss with class ideas for the final project	Due: Proposal Final Draft
Nov 10	What does it mean to "effect change"?	Read: Cushman, "The Rhetorician as an Agent of Change"
Week 13 – Delivering Community Change		
Nov 15	Community change, rhetoric, and *kairos*	Read: Sheridan, Ridolfo, & Michel, "Kairos and Multimodal Public Rhetoric"
Nov 17	Delivering community change in a new media age	Read: Gries, "Current Matters" Due: Observation Report
Week 14 – Workshop and Thanksgiving Holiday		
Nov 22	Workshop final project	
Nov 24	No class—enjoy the holiday	
Week 15 – Workshop and Presentations		
Nov 29	Workshop final projects; course wrap up	
Dec 1	Presentations	
Finals Week		
	Presentations	Due: Final Change Campaign