

ENG277: WRITING FOR THE COMMUNITY

ROLLINS COLLEGE | SPRING 2017

"It is always the writer's duty to make the world better." – Samuel Johnson

Section: 10070 ENG277 H1X | Room: Orlando 205 | Meeting Times: W 4:00-6:30 p.m.

Dr. Kristin Winet

Office: Carnegie Hall 137

Office Hours: MW 9-11 and by appointment

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Rollins Course Description:

ENG77: Writing for the Community: How do we give voice to private and public concerns in shaping the places we live? How do we become active members influencing decisions in our various communities (political, environmental, religious, social, or intellectual)? This course in the genre of civic writing lets students develop selected forms, write for a not-for-profit organization, and practice service learning. Formerly ENG 295. Prerequisite: ENG 140 or equivalent.

Class Description:

Community nonprofits are some of our best storytellers—the narratives they share shape their impact in the community, engage their stakeholders and volunteers, and create an indelible *ethos* both in the office and community they serve. But how do these stories get told? Who decides how to tell them? And how do the various public(s) respond to these stories? In this course, you will refine your skills in professional writing and visual design (two critical components to any community writing projects) by working with the [Adult Literacy League](#) in Orlando. As this is a course in community-based writing for public audiences, you will not be learning how to write monetary grants on behalf of the organization; instead, you will be writing and designing technical communication documents that will be used by the Adult Literacy League to help them share their message, retain donors, and recruit new volunteers. In addition to learning some of the theory and practice behind technical communication, you will learn to write informational reports and external proposals, revise volunteer recruitment materials, gather and share the powerful stories of the students the organization serves, and propose and create a communication package for them. By the end of this course, you will have confidence creating professionally-written, design-savvy documents that showcase your skills in this very unique form of writing.

Technology Note: Nonprofits must increasingly utilize multimedia and multimodal documents to reach their diverse print and digital audiences and must understand the different conventions appropriate for each medium; therefore, this course will emphasize writing as it intersects with design, screens, and digital devices. Prior knowledge of the Microsoft Office Suite (including Publisher) is useful, as well as experience using web-based design programs (Lucidpress, Canva, and/or others). Use of the Adobe Suite is not required but encouraged if you have experience using these programs.

Course Goals:

By the end of the semester, students will be able to:

- Understand the diverse genres of technical writing required in the non-profit sector
- Analyze and effectively address varied audience(s) and rhetorical situation(s)
- Compose a variety of professional documents including emails, memos, reports, proposals, and internal/external deliverables
- Use evidence persuasively and with appropriate documentation
- Understand the role that visual rhetoric plays in effectively communicating a message
- Work collaboratively with peers to analyze, write, design, and revise documents
- Prepare a professional portfolio and present their work to outside reviewers
- Discuss the importance of community partnerships and writing for the community

Required Texts:

Barbato, Joseph, and Danielle S. Furlich. *Writing for a Good Cause: The Complete Guide to Crafting Proposal and Other Persuasive Pieces for Nonprofits*. Fireside, 2000. (ISBN-10: 0684857405)

Markel, Mike. *Practical Strategies for Technical Communication*. 2nd edition. Bedford/St. Martin's, 2016. (ISBN-10: 1319003362)

*Additional readings will be posted on Blackboard as links and .pdfs.

Recommended Texts:

Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *The Handbook of Technical Writing*. 10th edition. St. Martin's Press, 2012.

<http://www.thestorytellingnonprofit.com/the-storytelling-non-profit-book/>

Grade Distribution:

This course follows the following grading scale: A (94-100), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76), C- (70-73), D+ (67-69), D (64-66), D- (60-63), and F (below 60). Assessment of your work will consider the following criteria (in the context of a particular assignment): **Content, Organization, Design, Expression, and Conventions**. We will discuss our grading rubric before your first major project is due.

Grammar Breaks (5%)

Reading Responses & Quizzes (10%)

Rough Drafts, Outlines, and Workshops (required to grade major assignments)

Pre-Unit 1: Memo of Introduction (5%)

Unit 1: Informational Literacy Report (10%)

Unit 2: Style Guide (10%)

Unit 3: External Proposal (15%)

Unit 4: Document Redesign (30%)

Oral Presentation (10%)

Reflection Memo (5%)

Course Assignments:

All written work for this class (unless otherwise specified) should be printed and typed in 12-point Times New Roman, be double-spaced, and follow MLA 8's style guidelines. As we work through our drafts, you must have ALL of them, as each major project will be submitted as a portfolio. Documents and deliverables created for our community partner will follow the specific style guidelines we develop in class. **In-class reading quizzes will not be rescheduled, late homework is not accepted, and email submissions do not count. Late projects will incur a 20% late penalty per week.**

Grammar Breaks (5%)

Once during the semester, you will prepare a 10-minute presentation introducing—in a creative way—the concept we are discussing for the day. You will sign up for this presentation in the second week of class.

Reading Responses & Quizzes (10%)

To help you digest the material you read and prepare for our in-class discussions, you will respond to our texts each week by preparing thoughtful reading responses. On the day we discuss a text or texts, you should write and print a 1 ½ - 2 page reflection of your thoughts/insights. These are NOT just summaries—rather, you should use this assignment to speak to the text, raise questions, share your own connections, and reflect on quotes you find compelling or relevant. Occasionally, these reading responses will be accompanied by an in-class reading comprehension quiz, which is typically unannounced.

Rough Drafts, Outlines, and Peer Review (required to grade major assignments)

Final projects will not be accepted or graded without accompanying portfolios, which should include all documents related to invention, drafting, revising, and editing.

Writing Projects (75%)

The writing projects will 1) assess your ability to write in various professional genres, 2) demonstrate your ability to compose professional-level documents, and 3) showcase your skills writing for and on behalf of organizations, and 4) highlight your ability to reflect on your learning. More information on each assignment will be given out in class.

Oral Presentation (10%)

These final presentations will take the form of a pitch presentation in which your team will present your research and deliverables to the Orlando Adult Literacy League and outside reviewers in a visually-stimulating, informative way.

Attendance:

You may miss one class (one week). After that, each absence will reduce your final grade by 10% (a full letter grade). If you miss three classes, you will fail this class. If you miss more than 30 minutes of class time (either arriving late or leaving early), you will be counted absent. If you are consistently tardy, you jeopardize your ability to do well in this course. If you have a situation that impedes your ability to arrive to class on time or to attend your required community events, please see me during office hours to discuss.

Additional Policies

Classroom Etiquette

As this is a discussion-based writing class, you are expected to come to class having completed all assignments and ready to share your insights and observations. As such, we will expose ourselves to a multiplicity of viewpoints that might be different from your own. However, as a member of a liberal arts community, you are expected to come to class prepared to listen to a diversity of opinions as well as to articulate your own point(s) of view.

Additionally, no food is allowed in class unless we have agreed to bring in snacks ahead of time. Coffee and water are acceptable so long as they are kept in a container with a lid. If you have a medical situation that requires you to eat at a certain time, please come see me during office hours to discuss.

Technology

Laptops, smartphones, and tablets are *not* allowed during discussions and activities unless otherwise specified. I expect you to bring your books to class and take notes by hand—research has shown that as transformative as technology is as a learning tool, it actually hinders the learning experience for users and bystanders.¹ If you need to make a phone call or send a text, politely step out of class and return when you're finished. We will work in the computer lab on days when we are actively writing and designing.

Email Etiquette

We live in a connected world, but this doesn't mean we should live in a *constantly* connected world. **During the week, I promise to respond to your emails within 24 hours;** if you send me an email over the weekend, I will respond to it on the next business day. When you email me, your peers, or anyone else in the Rollins community, remember to include:

1. A concise subject that describes the purpose of the email (do not write "Student in Your Class" or leave it blank – instead, try "Homework Clarification Question" or "Set Up Meeting Next Week?")
2. A salutation ("Dear Dr. Winet," or other appropriate greeting)
3. A clear statement that describes the purpose of your email
4. A closing expression ("Sincerely," "Many thanks," or other appropriate greeting)
5. Your name and/or signature line

Additionally, please double-check your work for typos and auto-correct snafus BEFORE hitting "send." Errors in emails can significantly compromise your credibility and your message.

Plagiarism

Plagiarism, or what the College defines as "offering the words, facts, or ideas of another person as your own in any academic exercise,"² can take many forms. This includes copying and pasting *anything* from the internet without properly citing its origin; allowing a friend or tutor to "rewrite" your work for you; purchasing a paper online; or copying someone else's ideas and rephrasing them so they sound like your ideas. Any of these offenses will result in immediate referral to the Academic Honor Council. Should you ever need guidance on citation methods, don't hesitate to ask me for help during office hours or set up an appointment with me.

Grade Appeals & Rounding

1 Sana, Faria, Tim Weston, and Nicholas J. Cepea. "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers and Education*, vol.62, 2013, pp. 24-31.

2 http://www.rollins.edu/catalogue/academic_regulations.html

If you would like to discuss your grade with me, you should set up an appointment with me or visit me during office hours. As a policy, I will not discuss grades over email. Also, final grades that calculate out to .5 or above *may* be raised to the next point if the student has shown initiative, professionalism, and dedication in class.

Institutional Policies

Academic Honor Code Reaffirmation

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honorable-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement. Material submitted electronically should contain the pledge; submission implies signing the pledge.

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Credit Hour Statement: Policy AC 2000: adopted 4/7/2016

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per work, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are: reading and/or writing assignments, assignments related to the writing process (invention, drafting, revision, and editing activities), research, and library work.

Disability Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding

access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disabilityservices/> and/or reach out by phone or email: 407-975- 6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate **at least 72 hours before the exam**. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Title IX Statement: updated 7/12/2016

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

Course Calendar

While we will do our best to adhere to the following course schedule, please keep in mind that this calendar is subject to change. Any changes will be announced ahead of time in class.

Texts:

Practical Strategies for Technical Communication (PS)

Writing for a Good Cause (WGC)

*Other texts listed will be hyperlinked or available as .pdfs on Blackboard

Date	In-Class & Homework Assignments
Pre-Unit 1: Memo of Introduction	
W 1/18	<p>In class:</p> <ul style="list-style-type: none"> • Meet and greet with Adult Literacy League • Introductions, review syllabus, discuss course goals and outcomes • Discuss correspondence: emails & memos <p>Homework:</p> <ul style="list-style-type: none"> • Send your email of introduction to me at kwinet@rollins.edu and to Sarah and Danae at the Adult Literacy League & translate into your Memo of Introduction (print & bring) • Read PS Ch.1 “Intro to Technical Communication” (pgs. 2-13) • Read WGC “Intro” & Part 1 (pgs. 13-53) • Write weekly Reading Response (1 ½ - 2 pgs)
Unit 1: Informational Literacy Report	
W 1/25	<p>In class:</p> <ul style="list-style-type: none"> • Memo of Introduction Due • Sign up for Grammar Breaks • Discuss “measures of excellence” and types of technical communication • Identify rhetorical situations of literacy nonprofits; what is literacy? How do we define it? <p>Homework:</p> <ul style="list-style-type: none"> • Read PS Ch.3 “Collaborative Writing” and Ch.12 “Informational Reports” • Ch. 6, “Understandings of Literacy,” <i>UNESCO</i> http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf and the Preface to <i>On Literacy: The Politics of the Word from Homer to the Age of Rock</i>, Robert Pattison (think about how their definitions of literacy are similar/dissimilar) • Write weekly Reading Response (1 ½ - 2 pgs)
W 2/1	<p>In class:</p> <ul style="list-style-type: none"> • Discuss readings, set up groups, & establish roles • Introduce Unit #1 assignment & collaborative writing • Examine informational report examples • Grammar Break #1

	<p>Homework:</p> <ul style="list-style-type: none"> • Read PS Ch.4 “Analyze Audience/Purpose” and Ch.5 “Research Subject” • Read WGC Ch.8 “Seat of Pants to Seat of Chair” • Read “Ch.5: Iran to Ann Landers: Fallacies about Literacy and Development,” Pattison • Write weekly Reading Response (1 ½ - 2 pgs) • Compile sources & outline report
W 2/8	<p>In class:</p> <ul style="list-style-type: none"> • Audience profile for reports/deliverables • Discuss types of evidence (primary/secondary) in expository writing • Grammar Break #2 <p>Homework:</p> <ul style="list-style-type: none"> • Read PS Ch.6 “Writing for Your Readers” (pg.108-123) • Read WGC Ch.9 “Second Drafts” and Ch.10 “Other Key Craft Stuff” • Write weekly Reading Response (1 ½ - 2 pgs) • Do site visits and add this primary research to report – bring TWO copies of your report to class next week for workshop
**Tutor Training: M 2/13 9:30-12:30 p.m. at Adult Literacy League (choose one to attend)	
W 2/15	<p>In class:</p> <ul style="list-style-type: none"> • Discuss workshopping protocol & workshop reports • Grammar Break #3 and #4 <p>Homework:</p> <ul style="list-style-type: none"> • Read PS Ch.7 “Designing Documents” & Ch.14 “Writing Definitions, Descriptions, & Instructions” • Write weekly Reading Response (1 ½ - 2 pgs) • Revise report and compile materials for portfolio
**Tutor Training: S 2/18 9:30-12:30 p.m. at Adult Literacy League	
Unit 2: Style Guide & Internal Documents	
W 2/22	<p>In class:</p> <ul style="list-style-type: none"> • Informational Reports Due • MS Publisher tutorial & introduction to document design & page layout • Introduce Unit #2 assignment & co-create list of style elements • Design thumbnail sketches & design templates/instructions for guide usability <p>Homework:</p> <ul style="list-style-type: none"> • Read PS Ch.8 “Creating Graphics” • Read excerpt on typography and color from <i>White Space is Not Your Enemy</i> • Write weekly Reading Response (1 ½ - 2 pgs) • Using your thumbnail sketches, create your 2-page style guide in MS Publisher, paying particular attention to document design – print & bring 2 copies to class

W 3/1	<p>In class:</p> <ul style="list-style-type: none"> • Workshop style guides for design/content • Use guides to practice revising internal documents as a group (send to ALL as revised volunteer materials packet) <p>Homework:</p> <ul style="list-style-type: none"> • Read PS Ch.11 “Writing Proposals” • Read WGC “The Gotta-Get-It-Out-Right-Now, How-Late-Is-Fedex-Open? Down-and-Dirty-Proposal Kit” • Write weekly Reading Response (1 ½ - 2 pgs) • Revise your style guide and compile materials for portfolio
Unit 3: External Proposal	
W 3/8	<p>In class:</p> <ul style="list-style-type: none"> • Style Guide Due • Introduction Unit #3 assignment & examine RFP • Rhetorical analysis of existing documents & website • Grammar Break #5 <p>Homework:</p> <ul style="list-style-type: none"> • Read http://www.thestorytellingnonprofit.com/blog/the-ultimate-guide-to-collecting-non-profit-stories/ or https://www.classy.org/blog/5-beautiful-examples-of-compelling-nonprofit-storytelling/ to inspire your proposal ideas • Write your proposal & bring one rough draft on 3/22 to class • Set up dates with Sarah and Danae for additional site visits/interviews with students & tutors: here is the schedule of classes: http://www.adultliteracyleague.org/class-schedules/
W 3/15	Spring Break!
W 3/22	<p>In class:</p> <ul style="list-style-type: none"> • Discuss readings • Small-group conferences with Dr. Winet • Grammar Break #6 & #7 <p>Homework:</p> <ul style="list-style-type: none"> • WGC Ch.12 “Case Statements” and Ch.13 “Newsletters” • Write weekly Reading Response (1 ½ - 2 pgs) • Complete additional site visits
Unit 4: Deliverables	
W 3/29	<p>In class:</p> <ul style="list-style-type: none"> • Proposals Due – also please send an electronic copy with a salutory email to Sarah & Danae • Deliverables workshop #1: written communication <p>Homework:</p>

	<ul style="list-style-type: none"> • WGC Ch.14 “Writing for Electronic Age” • PS Ch.2 “Ethical & Legal Obligations” • Write weekly Reading Response (1 ½ - 2 pgs) • Complete additional site visits
W 4/5	<p>In class:</p> <ul style="list-style-type: none"> • Feedback on proposals from Dr. Winet & Sarah/Danae & tips for revising proposal for final portfolio • Deliverables workshop #2: electronic communication <p>Homework:</p> <ul style="list-style-type: none"> • Revise proposal (and deliverables as necessary) to address feedback and create a stronger case • Work on deliverables
W 4/12	<p>In class:</p> <ul style="list-style-type: none"> • Deliverables workshop #3: correspondence & personal communication • Guest lecture: Ryan Winet, Presidential Writer for the University of Arizona • Class ends @ 5:30 for <i>Reading Between the Wines</i> Event <p>Homework:</p> <ul style="list-style-type: none"> • PS Ch.15 “Making Oral Presentations” • WGC Ch.15 “The Fund-Raising Writer’s Survival Kit” & “Appendix: A Glossary of Design & Printing Terms” • Write weekly Reading Response (1 ½ - 2 pgs) • Bring copies of all deliverables for small-group conferences next week
**Reading Between the Wines Event: W 4/12 6-9 p.m. at Orlando Science Center!	
W 4/19	<p>In class:</p> <ul style="list-style-type: none"> • Discuss best practices for oral presentations; begin designing visual(s) • Small-group conferences with Dr. Winet to discuss revision(s) – create revision list and assign tasks <p>Homework:</p> <ul style="list-style-type: none"> • Prepare for presentations – remember to dress professionally and bring copies of deliverables/handouts for all members of the review board!
W 4/26	<p>In class:</p> <ul style="list-style-type: none"> • Presentations • Introduce Unit 4: Reflection Memo <p>Homework:</p> <ul style="list-style-type: none"> • Revise materials according to feedback from review board; prepare portfolio • Work on reflection memo
W 5/3	<p>In class:</p> <ul style="list-style-type: none"> • Portfolios & Reflection Memo Due

	<ul style="list-style-type: none">• Announce winners• Write & mail thank-you letters
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