

# ENC 3254 (29960): Writing for Non-Profits

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## University Writing Program

**Instructor:** Melissa L. Mellon, Ph.D.; [mmellon@ufl.edu](mailto:mmellon@ufl.edu); 392-5421 (emergencies only)

**Office hours:** TBA

**Meets:** MWF 2nd period (8:30 a.m. to 9:20 a.m.) in TUR 2350, Fall 2024, UF

## E-mail Response Policy

I respond to e-mails in business standard time—24 hours of their receipt (not including weekends). Plan your writing thoughtfully so that you send questions early enough for me to answer them.

**This syllabus details all policies for our section. No additional warrants/promises are implied. You are responsible for reading and following all policies herein.**

## COURSE INTRODUCTION

### Course Description

*Credits: 3; ENC 3254 meets for 3 periods per week on MWF*

Every year, non-profit organizations generate millions of dollars to fund work on behalf of their causes. Legally listed under Section 501 (c) (3) of the Internal Revenue Code, non-profits advocate on behalf of people who lack representation and for causes that may not be fiscally valuable. Typically, these organizations rely on a mix of financial resources to fund their work; these include finding one-time- and systematic-donors as well as grants. As a result, non-profits need effective writers to promote their work, solicit donations, and educate legislators and the public alike. Non-profit writers must be adept at writing for different audiences and purposes, and this course provides a practical workshop on the most common forms of non-profit writing.

Throughout the semester, students will write a to connect with donors (a special interest article and an infographic), to connect with funding agencies (a grant and a capital campaign), and to connect with legislators (a position paper). By the course's end, students will be able to promote their nonprofit within the most common genres of the field.

### Course Objectives

In this ENC 3254 course, students will learn to

- plan, draft, revise, and edit documents for use non-profits
- adapt writing to different audiences, purposes, and contexts
- research a grant opportunity and draft a grant for an actual agency
- research a white paper for legislators
- write in a clear, coherent, and direct style appropriate for multiple readers.
- avoid plagiarism

## Required Readings

There is no textbook to buy for this course. Course readings will be made available online.

## ASSIGNMENTS, GRADING, AND COURSE CREDIT POLICIES

### Writing Assignment Prompts and Assessment Rubrics

Each writing assignment listed below is described in its own prompt on Canvas. These prompts provide details of the expectations and guidelines for successful writing given the assignments' different readers and purposes. Rubrics explaining assignment expectations and grading logic will be attached to assignment entries on our Canvas site, and you should consult them as you write.

### Grading Expectations

Grading for this course will be rigorous. Successful assignments demonstrate the understanding and practice of professional writing. To receive a passing grade, each paper must reach the minimum assigned word count.

Grade Distribution	Points	Words	Totals
<b>Non-profit Writing Portfolio</b>			1000 points
Special Interest Article	75	500	6350 words
Donor Letter	75	500	
Annotated Bibliography	100	825	
White Paper Draft	25	1000 (doesn't count for W/C credit)	
White Paper Final	200	2000	
Social Media Infographic	50	250	
Short Grant Opportunity Spreadsheet	50	500 (doesn't count for W/C credit)	
Grant Proposal	100	500	
Capital Campaign Proposal	150	1500	
<b>Process Work</b>			
Evaluation Writings	100	1100	
Prep Questions & White Paper Prompt	25		
Major Assignment Drafts	25		
Peer Reviews	25		

Minor assignments, such as quizzes and homework, may be dropped or added to the schedule, which will change the total points available. In this case, final grades will be based on a percentage of points earned. Grades will not be rounded.

### Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669

B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

**Note: A grade of C- does not qualify for major, minor, Gen Ed, or College Basic distribution credit.** For more information on UF's Grading Policy, see: <http://www.isis.ufl.edu/minusgrades.html> and <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>

### Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion w/basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack adequate or appropriate sources.
ORGANIZATION /COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. May use words incorrectly.
MECHANICS	Papers feature correct or error-free presentation of ideas. At the weak end of satisfactory, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

### General Education Objectives

**This course confers General Education credit for Composition (C).** Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, and usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to your instructor for feedback before final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content includes multiple forms of effective writing, different writing styles, approaches, and formats as well as methods to adapt writing to different audiences, purposes, and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims, and evidence and to analyze writing for errors in logic.

## General Education Student Learning Outcomes

**Content:** Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the discipline.

**Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

**Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

## Writing Requirement

**This course also confers 6000 words towards the Writing Requirement (WR)**, which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, I will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

The end-of-semester assessment for the course has two components, a course grade and credit for the Writing Requirement. **To receive Composition credit, students must complete all the writing assignments counting toward the Writing Requirement. To receive Writing Requirement credit, students must receive a grade of C or higher and complete all the writing assignments.**

## COURSE POLICIES AND PROCEDURES

### Attendance and Participation

**1. Attendance is required.** The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies.

For absences due to quarantine or illness, provide me with a signed doctor's note or confirmation from UF Screen, Test, & Protect. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

**2. Illness Policy.** Students must be CLEARED according to ONE.UF to attend in-person classes. **Students who have not been cleared by Screen, Test, & Protect and show a red "not cleared" notice on ONE.UF will not be allowed in the classroom.** Clearance will be checked before admittance into each face-to-face class.

Students who feel unwell should remain at home, notify the instructor as soon as possible, and follow instructions from Screen, Test, & Protect. Medical documentation of illness or a status of withheld by

Screen, Test, & Protect may be required by your instructor. Students may return to in-person classes after being cleared.

**3. COVID-19 Information.** In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- **You are expected to wear approved face coverings** at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
  - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
  - Hand sanitizing stations will be located in every classroom.
- **If you are sick, stay home** and self-quarantine. Visit the UF Health Screen, Test, & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
  - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

**4. Maintaining contact.** More than ever, you should keep current with me. Plenty could happen in the next months, and we need to be sure we are on the same page.

**5. Recording of Class by Students.** As you may know, the State of Florida has passed a law regarding the recording of classes by students. If you choose to record lectures, be careful! Doing so requires a very clear set of legal allowances and prohibitions. They are as follows:

**Allowances:**

- A student may record a class lecture for three specified purposes as outlined in House Bill 233/Section 1004. 097 Florida Statutes:
  - For the student's own personal educational use;
  - In connection with a complaint to the university where the recording is made; or
  - As evidence in, or preparation for, a criminal or civil proceeding.
- Student may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission or to provide notice to record.
- A "class lecture" is defined as an educational presentation intended to inform or teach enrolled students about a particular subject and is delivered by faculty (instructor of record) or guest lecturer as part of a UF course. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- **A class lecture does not include** lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the instructor during a class session. **I bolded academic exercises involving student participation here because you may not legally record any of your fellow students without their consent.**

**Prohibitions and Repercussions:**

- **A recording of a class lecture may not be published without the consent of the instructor.**
- **"Publish" is defined as sharing, transmitting, circulating, distributing, or providing access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.**
- A recording, or transcript of the recording, is considered to be published if it is posed on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper, or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or disciplined under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Classroom Conduct**

Our writing and speaking work in class anticipates professional work in the nonprofit field. To that end, students must be mentally present. Students are expected to be active class participants in their individual work and, when working with peers, to work successfully in support of the group. Classroom conduct should comply with UF's Student Code of Conduct ([see http://regulations.ufl.edu/wp-content/uploads/2012/09/4041.pdf](http://regulations.ufl.edu/wp-content/uploads/2012/09/4041.pdf)) so that all students show respectfulness toward me and each other. More particularly, you should do the following:

1. **set phones to vibrate at the start of class and put them away (in purse, backpack, etc.),**
2. **use laptops, notebooks, etc. only when given express permission,**

3. remove all backpacks and purses from your desktop,
4. limit your talking to classroom discussions, and
5. do not read newspapers, text-message, do homework for other classes, pass notes, or sleep.

For a first infraction, I will give a warning. For a second violation, student will be dismissed from class and charged with an absence. For continued violations, a student risks being dropped from the class.

### Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

### Plagiarism

UF students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The UWP takes plagiarism seriously. We treat instances of plagiarism as dishonesty and a failure to comply with the class's scholarly requirements. Each student's work may be tested for its originality by anti-plagiarism sites. Negative reports from such sites may constitute proof of plagiarism.

**1. Definition.** Plagiarism is a violation of the Student Honor Code, which defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 8, October, 2013)

**Important tip:** Incorrect citation of electronic material can count as plagiarism. Never copy and paste material from the Internet without providing the source's exact location and citation information.

### 2. Penalty for Plagiarism.

If a student plagiarizes all or any part of any assignment, they will be assigned a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Dean of Students Office. Other forms of academic dishonesty (i.e., cheating on a quiz, citing phony sources or quotations) will also result in a failing grade on the assignment.

### Due Dates, Make-up Policy, and In-Class Work

Assignments are due online at the appropriate Canvas assignment at the assigned deadline. **Late papers will not be accepted without a valid excuse (such as documented accident, sickness, or injury).** In these cases, students *must* consult with me to turn in the work as soon as feasible.

**a. Completion.** If an assignment does not meet the minimum word count, it will receive a zero ("0").

**b. Late submissions.** Any work submitted late will be penalized 10% of the assignment total point credit per day work is late. Late submissions will only be accepted up to 3 days after the due date.

**c. Course credit.** If you do not complete all the major assignments, you will not receive W or C credit for the course (see policies outlined above).

Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Readings and Associated Homework

Readings and assignment prep. are listed on the schedule in the modules in Canvas as homework (HW) to be completed before the next class meeting. Complete this work before coming to class that day.

### Office Hours--Policy Questions and Paper Conferences

Students are encouraged to use my office hours if there are questions about progress in the course, writing underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact me to schedule a better time.

Having conferences on assignments can often improve the quality of final drafts. Be advised, though: my purpose in reviewing your paper with you is neither to proofread your work for you nor to ensure that you have scored 100% on your writing. Instead, it is to help you develop your writing and begin to assess its success yourself. I do not accept e-mailed papers to review. You must make an appointment to come speak with me to get a paper reviewed.

### Writing Studio Paper Conferences

In addition, the Writing Studio (<http://writing.ufl.edu/writing-studio/>) offers one-on-one assistance on writing projects and is available to students of all levels. In a consultation, a Writing Tutor will give you feedback on your writing and suggestions for improvement. They do not proofread your papers or guarantee a desired grade on your work.

### Personal Student Concerns

During the semester, you may face problems that I am not trained to address. If you need help managing stress, depression, family illness, or physical or mental abuse, visit <http://oss.ufl.edu/stg/> or call the Counseling Center at 392-1575. You are not alone: counselors can help with these concerns.

## UNIVERSITY POLICIES

### GatorEvals

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or



via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>.

## Students with Disabilities

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Students with disabilities requesting accommodations should first gather appropriate documentation and then register with the DRC at 352-392-8565. Once registered, students will receive a letter which they must present to their instructor. If you have a disability that needs accommodation, follow this procedure as early as possible in the semester. For more information, see: <http://www.dso.ufl.edu/drc/>.

## COURSE SCHEDULE

1. **Provisional status.** Our class is a work in progress. As such, this schedule is provisional and may be modified during the semester. A fuller schedule and updates are available in our Canvas modules.
2. **Reading/Assignment deadlines.** At-home readings and assignments are listed as HW—homework to be completed before the next class meeting. You will find readings, activities, and assignments listed under “Modules” on Canvas. Due dates are indicated in the Canvas calendar.

### Week 1

Introduction to syllabus, policies, and assignments. **HW:** Review syllabus and fill out Personal Interest Sheet.

**Due: Personal Interest Sheet.** Review "Nonprofit Writer" Job Ads in groups.

### Week 2

Introduction to Rhetorical Context and Reader-Focused Writing. Read "[How to Write a Compelling Alumni, Donor, or Patient Profile Story.](#)"

Introduction to Special Interest Article. Start brainstorming in groups and writing out questions to ask in interviews. **HW:** Start researching your Special Interest Article.

**Due: Evaluation Sheet.** Read assigned Special Interest Article and complete Evaluation Sheet.

### Week 3

#### **CLASS CANCELLED—MLK, Jr. Day**

Strategies for Writing the Special Interest Article. **HW:** Refine draft of Special Interest Article for Peer Review Friday, 9/10.

**Due: DRAFT of Special Interest Article for peer review.** Peer Review classmate drafts in class.

### Week 4

Discuss Common Knowledge, Imagery, and "Accessible" Sentences.

**Due: Special Interest Article FINAL.** Introduction to Donor Letter. Evaluate Example Donor Letters.

**HW:** Start drafting Donor Letter.

**Due: DRAFT of Donor Letter for peer review.** Peer Review Donor Letter.

### Week 5

Strategies for Donor Letters.

**Due: Donor Letter FINAL.** Introduction to Grant Searching. **HW:** ["Where Should Your Small Non-Profit Look for Grants?"](#)

Search for RFPs related to your nonprofit's beneficiaries during class. Take notes for Brief Spreadsheet.

### Week 6

Searching for Requests for Proposals (RFPs).

Introduction to Grant Writing. **HW:** Continue searching for RFPs on your own.

**Due: Grant Opportunity Sheet.** Complete Grant Opportunity Sheet.

### Week 7

Getting Started with your Grant Proposal. **HW:** Finish Grant Proposal draft for peer review next Monday.

Addressing Grant Application Committee Members.

### Week 8

**Due: DRAFT of Grant Proposal for peer review.** Peer Review Grant Proposal.

Introduction to Capital Campaign Writing. **HW:** Read ["Capital Campaign Guide"](#) from Candid, and start taking notes for Capital Campaign proposal.

**Due: Grant Proposal FINAL.** Complete Grant Proposal and start writing your Capital Campaign.

### Week 9

Writing Capital Campaign. **HW:** Continue developing your Capital Campaign.

Discuss Example Capital Campaigns.

**Due: DRAFT of Capital Campaign for peer review.** Peer Review Capital Campaign drafts.

### Week 10

Spring Break

### Week 11

**Due: Capital Campaign FINAL.** Introduction to White Paper and Annotated Bibliography. **HW:** Start research into potential bills to which you may respond.

Brainstorming Discussion with Class Members--which bill to address? What direction to take in research?

**Due: White Paper Prompt.** Decide which bill to write about and write out a prompt.

Researching White Paper.

### Week 12

Research and Writing during class.

**Due: Preparation Questions.** Keep researching and complete Preparation Questions

"Reading" Specialized Research.

### Week 13

Organizing the White Paper.

**Due: Annotated Bibliography FINAL.** Start working on White Paper Outline.

**Due: White Paper Outline.** Writing the White Paper. **HW:** Start writing White Paper.

### Week 14

Writing the White Paper, con't. **HW:** Complete draft of White Paper for peer review next Monday.

Revising and Proofreading the White Paper.

**Due: DRAFT of White Paper.** Peer Review White Paper.

### Week 15

Visual Rhetoric and Writing for Social Media. **HW:** Read ["How Nonprofits Use Social Media to Engage with Communities"](#) and start Infographic

**Due: White Paper FINAL.** Strategies for Social Media Writing.

**Due: DRAFT of Infographic for peer review.** Peer Review Infographic.

### Week 16

**Due: Infographic FINAL.** Review of our Nonprofit Writing Portfolio.

**Due: Review of Nonprofit Writing Portfolio.** Reflection on classwork.