

ENC 3254.047E & .058F (12005 & 22689): Writing for Non-Profits

University Writing Program

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

Office hours: T 9:00 a.m.—10:30 a.m., 1 p.m.—2:30 p.m., & by appointment in TUR, room 2323

Meets: cl# 12005—MWF 3rd period (9:35 a.m.—10:25 a.m.) in WM 0202, and
cl# 22689—MWF 6th period (12:50 a.m. —1:40 p.m.) in MCCA G186, Spring 2025, 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 readers 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 white paper). By the course's end, students will be able to promote their nonprofit within the most common genres of the field.

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 has its own fuller 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 students should consult them as they write.

Grading Expectations

Grading for this course is rigorous. Successful assignments demonstrate the understanding and practice of professional writing. Each paper must reach the minimum assigned word count.

Grade Distribution	Points	Words	Totals
Non-profit Writing Portfolio			1000 points
Donor Letter	75	500	6350 words
Annotated Bibliography	100	825	
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	
Special Interest Article	75	500	
Process Work			
Evaluations & Oral Presentation	100	1100	
Prep Questions & White Paper Prompt	15		
Major Assignment Drafts	30		
Peer Reviews	30		
Attendance	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	94-100	940-1000	C	2.0	73-76	730-769
A-	3.67	90-93	900-939	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)
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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 Policy. 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, serious illness, or extreme family emergencies. For university-sponsored events or absences due to illness or injury, I require a hardcopy of a sponsor's/doctor's letter for my files.

Students may miss THREE (3) classes TOTAL without incurring penalty. They are advised to save these absences for illness and personal emergencies. Additionally, they are still responsible for doing class work assigned for an absence day. **Any student facing a medical, family, or personal crisis affecting attendance during the semester should e-mail me immediately.**

a. Lateness. Entering 15 or more minutes after class has begun equals **ONE (1) unexcused absence.**

b. Poor attendance. Should a student use the three allowed absences but continue to miss class, their attendance grade would be docked. **For the FOURTH (4 th), FIFTH (5 th), and SIXTH (6 th) absence, they would lose 5 points each.**

2. Failure due to excessive absences. University Writing Program policy holds that if students miss more than SIX (6) periods during the term, they will fail the entire course.

3. Recording of Class by Students. The State of Florida has passed a law regarding the recording of classes by students. Recording a class entails a very clear set of legal allowances and prohibitions. They are as follows:

Allowances:

- A student may record a class lecture for three purposes only: 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.
- 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.

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 posted 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

Writing and speaking work in this 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, they 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 desktops,
4. limit 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, the student will be dismissed from class and charged with an absence. For continued violations, they risk being dropped from the class.

Academic Honesty

University of Florida students' 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)

CAUTION!

- 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.

- **Do not use ChatGPT or any other Artificial Intelligence (AI) language-processing tool to compile your papers unless an assignment explicitly allows you to do so.** Students are responsible for writing all their own papers.

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.

If anyone is struggling with deadlines and needs to talk, e-mail me at mmellon@ufl.edu. Do not resort to plagiarism to submit an assignment on time (see "Late submissions" policy below).

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

Assignments are due online at the appropriate Canvas assignment at the assigned deadline. Given COVID-19 and its related issues, though, late work will be accepted under the following provisions:

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

b. Late submissions. All assignments should be submitted on time. Even so, any first major paper that is submitted late will be accepted without explanation. The student then has a week to complete it and turn it in without loss of points.

If anyone is in a position where they might submit a second major paper late, schedule a time to meet with me so we can complete a coursework completion contract.

c. Course credit. If a student does not complete all the major assignments, they 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 students' papers is neither a) to proofread their work for them nor b) to ensure that they have or will earn an A on their paper. Instead, it is to help *them* develop their writing and begin to assess its success themselves. **I do not accept e-mailed papers to review. Students 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 the student feedback on their writing and suggestions for improvement. They do not proofread student papers or guarantee a desired grade on students' work.

Personal Student Concerns

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

Suicide and Crisis Hotline: The new phone number for immediate mental health issues is 988.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 911 for emergencies).

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>.

Given this and other legal policies UF is bound to uphold, I and most other instructors are “required reporters.” This designation means that we are required to report any activity that we witness or are told about that violates the law or UF policies. Our disclosure would then make this activity “actionable,” meaning that it would be investigated by the proper law enforcement or UF administration officers.

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

Consult the Canvas modules for the course schedule of day-by-day work.

Day/Date	Classwork	Homework
M 1/13	Review syllabus & writing assignments	Review syllabus & fill out Personal Interest Sheet.
W 1/15	Activity: Speed-meeting with Classmates	

F 1/17	Activity: "Nonprofit Writer" Job Ads Lecture: Introduction to Rhetorical Context and Reader-Focused Writing	
Week 2		
M 1/20	No Class—Martin Luther King, Jr. Day	
W 1/22	Lecture: Intro. to Donor Letter	Read " How to Write a Compelling Fundraising Letter ," from Philanthropy News Digest.
F 1/24	Activity: In groups, revise content from Children's Home Society of FL email Lecture: Strategies for Donor Letter	Continue drafting Donor Letter; prep draft for peer review Monday.
Week 3		
M 1/27	Activity: Peer Review Donor Letter	Revise Donor Letter for final submission.
W 1/29	Lecture: Intro. to White Paper Florida Senate Bills Here Florida House Bills Here	Read Policy Papers and Policy Analysis from Stanford Law; Lobbying Guidelines for Nonprofits from the IRS. Start research into potential bills to which you may respond.
F 1/31	Classwork: Searching for Sources Using the UF Libraries Activity: Complete Brainstorming Sheet about bills to choose and/or direction for research	
Week 4		
M 2/3	Lecture: Intro. to Annotated Bibliography	Decide on a real or hypothetical bill to write WP about; Keep researching and complete Preparation Questions.
W 2/5	Short Video: Peer Review in 3 Minutes Lecture: Narrowing Results & Reading Research	Read Gezinski, L.B. & Gonzalez-Pon, K. M. (2021) Unlocking the Door to Safety and Stability: Barriers for Survivors of Intimate Partner Violence. Journal of Interpersonal Violence. 36: 17/18, 7895-NP10076. DOI: 10.1177/08862605221119520.
F 2/7	Activity: Reading Research Reports Group 1--Introduction Group 2--Methods Group 3--Results Group 4--Discussion	Keep researching and complete Preparation Questions; work on Annotated Bibliography APA Guide for Source Citation Support: Basic Reference Guide Example Reference Citations by Genre

		Additional help via The Purdue Online Writing Lab (OWL)
Week 5		
M 2/10	Activity: Discuss Reading Research Reports Sheets from Wednesday	Keep researching and complete Preparation Questions; work on Annotated Bibliography APA Guide for Source Citation Support: Basic Reference Guide Example Reference Citations by Genre Additional help via The Purdue Online Writing Lab (OWL)
W 2/12	Lecture: Starting the White Paper	Keep working on Annotated Bibliography
F 2/14	Activity: Synthesizing Sources--Creating a Definition Through Synthesis	Complete Annotated Bibliography for submission Friday APA Guide for In-Text Citation Support: Six Steps to Proper Citation In-Text Citation Checklist
Week 6		
M 2/17	Classwork: Work on Annotated Bibliography & White Paper Outline	Complete White Paper Outline for submission.
W 2/19	Lecture: Citing Sources & Avoiding Plagiarism	
F 2/21	Lecture: Writing the White Paper, part 2	
Week 7		
M 2/24	Lecture: Orally Presenting Your Paper	For assistance building or practicing your speech, consider visiting UF Dial Center's Public Speaking Lab .
W 2/26	Activity: In-class free time to write	
F 2/28	Activity: Peer Review White Paper	Additional help via The Purdue Online Writing Lab (OWL)
Week 8		
M 3/3	Activity: Questions for Infographics Sample 1, Sample 2, Sample 3, Sample 4, Sample 5 Lecture: Intro. to the Infographic Sample Undergrad Infographic	Read " How Nonprofits Can Communicate Social Impact with Infographics " from Georgetown U's Center for Social Impact Communication.
W 3/5	Lecture: Strategies for Infographics Classwork: Develop your infographic	Prepare White Paper Presentation to give next week.
F 3/7	Classwork: White Paper Presentations	

Week 9		
M 3/10	Classwork: White Paper Presentations	Read " How Do I Find Grants for My Nonprofit? " from Candid and " The Pros and Cons of Nonprofit Grants " from Inside Charity.
W 3/12	Lecture: Intro. to Grant Searches Search for Requests for Proposals (RFPs) Activity: Quick Grant Search	
F 3/14	Activity: Analyze Sample Grantwriting— NEA Direct Learning Grant Examples	Read " Nonprofit Grant Writing: Securing Grants for Your Cause " from Grants Plus
Week 10	No classes—Spring Break	
Week 11		
M 3/24	Lecture: Writing for Grants	
W 3/26	Classwork: Free Time to Write	
F 3/28	Activity: Peer Review Grant Proposals	Read " Starting a Capital Campaign " from Donor Search, and start writing down ideas for your Capital Campaign proposal.
Week 12		
M 3/31	Lecture: Intro. to Capital Campaign	
W 4/2	Activity: Discuss Example Capital Campaigns Document: Proposal Real-World Capital Campaign Timeline and Fundraising Template (Non-Thesis Project) Website: Lighthouse Mission Builds campaign	Prep. draft of Capital Campaign for peer review.
F 4/4	Classwork: Free Time to Write	
Week 13		
M 4/7	Activity: Peer Review Capital Campaign	
W 4/9	Lecture: Intro. to Special Interest Article Activity: Unedited Birthday Story	Read " How to Write a Compelling Alumni, Donor, or Patient Profile Story. " Examples: " In East Gainesville, Community Members Train to Become Mental Health and Well-Being Coaches " from UF CLAS " AI-enhanced System Detects Bruised Strawberries Before They Get to Grocery Store " from UF IFAS Goffard, Christopher. " Framed: a Mystery in Six Parts. " <i>Los Angeles Times</i> . Sept. 3, 2016.

F 4/11	Classwork: Generate Interview Questions in Groups, start research, do brainstorming	
Week 14		
M 4/14	Lecture: Strategies for Writing the Special Interest Article.	
W 4/16	Activity: Read SIAs	
F 4/18	Lecture: Intros and Throughlines	
Week 15		
M 4/21	Activity: Peer Review Special Interest Article	
W 4/23	Classwork: Class Discussion and Wrap-Up	