

Term Information

Effective Term Autumn 2013
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We request GE status for English 4567S.

What is the rationale for the proposed change(s)?

English 4567S satisfies the criteria for GE status under the new service-learning option.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

New faculty hire in Rhetoric, Composition and Literacy (RCL) will allow consistent or expanded offering of 4567S.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4567S
Course Title	Rhetoric and Community Service: A Writing Seminar
Transcript Abbreviation	Rhet&Comm Service
Course Description	Service learning course. Critical examination of organizational rhetorics; production of texts in various media for various purposes and audiences as indicated by host organizations.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	6
Max Completions Allowed	2
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Prereq: 1110.01 (110.01) or equiv, and a 2367 (367) second writing course.
Not open to students with 10 qtr cr hrs of 567.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.1304
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted English 567: Rhetoric and Community Service: A Writing Seminar.

Requirement/Elective Designation

General Education course:
Service-Learning (new)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

- Topics driven by needs of host organizations
- Analyzing documents
- Writing memos and research reports
- Creating presentations and website material
- Creating curriculum, history, promotional literature
- Creating campaign documents

Attachments

• E4567S Open GE.docx: S/GE Request and Syllabus
(Other Supporting Documentation. Owner: Lowry,Debra Susan)

COURSE CHANGE REQUEST
4567S - Status: PENDING

Last Updated: Heysel,Garett Robert
02/01/2013

Comments

- Only missing where texts can be purchased but I'll move it forward. *(by Heysel,Garett Robert on 02/01/2013 10:21 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	01/31/2013 02:45 PM	Submitted for Approval
Approved	Lowry,Debra Susan	01/31/2013 02:46 PM	Unit Approval
Approved	Heysel,Garett Robert	02/01/2013 10:21 AM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	02/01/2013 10:21 AM	ASCCAO Approval

Service-Learning Designation Request Form

Please upload attachments to the appropriate Course Request Form in the Course and Program Entry and Approval System (curriculum.osu.edu).

1. Has this class previously received an S-Designation? **Yes** No
2. Is this class always taught with a service-learning component? **Yes** No

(If no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

Students do writing for and with local nonprofit organizations as part of learning how to extend critical and rhetorical skills beyond the classroom into the world of community action as they think about writing as an instrument of social change. They learn about the kinds of writing involved in the nonprofit sector and how those differ from academic writing.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

The semester before the class is taught, the instructor works with a group of 12-20 community partners as they identify writing projects for students. Each nonprofit identifies writing projects that contribute to their mission. Examples include newsletter articles, grant proposals, social media, white papers.

5. Service-learning activities are all based on an agreement among three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

- a) Faculty: Faculty work with community partners to identify writing projects for students. Faculty also structure academic work that introduces students to the kinds of writing used in nonprofit organizations and the rhetorical contexts of that writing (audience, purpose, media, etc.)
- b) Students: Students are required to spend a minimum of two hours/week onsite learning about their community partner organizations and their rhetorical contexts. "Onsite" is

defined as any location where the organization does its work: offices, community events, etc. Students spend additional time doing writing for that organization.

- c) *The community partner(s): Community partners agree to meet regularly with students, to mentor them in terms of writing and learning about their organizations, and to provide them with a broad experience of the kinds of work done at the organization.*

Below is a sample email the instructor sends out to community partners to confirm our the parameters of the partnership

Dear XX,

At your executive director's suggestion, I am writing to you about connecting one of the students in my writing nonprofits class with the Central Ohio Diabetes Association. XXXX, the student from my class last year had a great experience with your team!

Here are the basics:

Timeline

- The class begins January 9, 2013 and ends on April 26.*
- I will match students with organizations so that they can be ready to make a first contact with you between January 16 and January 25. At that first meeting, together you will set up your plans for the semester. I've attached a template for a writing contract I ask students to fill out.*

Student Requirements

- Students are required to spend a minimum average of 2 hours/week "onsite" getting to know the organization and its stakeholders. "Onsite" can mean in your office or anywhere in the community where you do your work.*
- Students spend additional time doing writing for your organization. I've structured this split in time to allow for flexibility. Some organizations have no space for students to be onsite to do writing. Some students' and organizations' schedules may not allow students to be onsite for more hours.*
- A total of 55% of students' course grade is based on their work with you: 35% on the writing projects they do for and with you, 10% on meeting the onsite attendance requirements, and 10% on the weekly reflections they write connecting their onsite work with classroom readings and discussions.*

Organization Inputs

- What I'll need from you is a short description of the kind of writing you'd want a student to do between January and April. You may want a student to work on several short pieces or one larger document. That's your decision. I'd like this description by December 21.*
- You'll also need to have someone who will be the student's primary contact. Last year, I believe that was XX?*

The Class

In-class, I provide a number of supports for students.

- They write observation-inquiry assignments that help them understand your organization, and mission, its stakeholders, and its public persona or voice.*
- They write investigation studies on issues related to your organization's mission. While they write these papers to be graded by me, the topics may be ones they are researching for writing projects for you.*

- We look at different kinds of nonprofit writing and their general principles/skills: grant writing, newsletter, social media, interviewing, etc.
 - Students not only learn from the writing they are doing with you, but because they share their experiences as a part of the course, they are learning about work at other organizations.
- My class blog is still under construction, but you can view it at <http://mwright7.wordpress.com/>
If you have questions, please let me know? Thanks for be willing to work with one of our students again this year.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

Each year, the Department of English assigns one of the qualified pool of faculty/staff to teach this course.

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

Please include the following documents:

1. The appropriate Course Request Form via the Course and Program Entry and Approval System (curriculum.osu.edu)
2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 12-13 of the [ASC Curriculum and Assessment Operations Manual](#))

English 4567S syllabus is designed for online use (mwright7.wordpress.com) A compiled version of that syllabus is attached.

3. A GE rationale that answers specifically the following questions:
 - a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?
Students make these connections formally through weekly structured reflection journals which ask them to connect academic concepts with their experience. More information, students continue to make these connections through class discussions and conversations with their community partners.
 - b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?
In addition to discussions in class, students have reading and writing assignments that provide a framework for learning about their community partners. For instance, students read and discuss Mary Louise Pratt's 'Arts of the Contact Zone,' a seminal article in rhetoric and composition studies that addresses discourse communities and relationships of power and

authority. This assignment helps students begin to think about the assets as well as challenges for the communities in which they work.

Two writing assignments ask them to look more deeply into their community partner organizations and the groups they serve.

Writing Project #1 Students are required to produce two writing projects that ask them to demonstrate what they have learned about their community partners and their rhetorical contexts. They consider questions such as

- Who is considered a part of the organization?
- What methods of communication do members of the organization typically use?
- How do the ways people there communicate and illustrate the beliefs and/or goals of the group?
- How does the writing you will do for this organization fit into its larger mission? For example, will your writing be part of development efforts to fund mission projects? Will your writing be for advocacy of the mission? Will your writing be part of mission-based projects?

Writing Project #2 asks students to identify a public policy or societal issue that you see as relevant to your community partner and its mission. They are asked to describe and explore it, using both their own experience and information from outside sources (which may include written material, information from the Internet, interviews with people).

c) How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

In addition to class discussions, students write weekly reflection journals and respond to each others' journals.

Writing Project # 3 asks them to analyze and reflect on their experience during the semester.

4. A GE Assessment Plan

Assessment includes two components:

- *Assessment by me of a final writing project that asks students to demonstrate their learning (see Writing Project #3 below)*
- *Input by community partners about the students' work and responsibility (see evaluation sample below)*

All of this information, in addition to SEI feedback is used in planning for the next offering of the course. It may result in changes in academic assignments, class format, selection of community partnerships, guidelines that I write for community partners.

Writing Project #3 For your final writing project, I'd like you to choose a situation (media and audience) to "sum up" your experience working with your community partner this year. The situation and media needs to be accessible by me.

Whatever situation you choose, analyze your experience for the needs of that audience and for that media. For instance, if you choose to write a piece that your community partner could use for future volunteers, what would be important for those future volunteers to know? And what would be the most effective way of communicating that message to them? If you choose to “*Share Your Story*” on serve.gov, who do you imagine your readers to be and what do they want to know about your experience? If you choose to write a blog post for payitforward.osu.edu, what are your goals and for what audience? Please include the following:

- What have you learned about writing in the nonprofit sector? How did concepts you learned in class connect with your experience with your community partner?
- What did you learn about your nonprofit organization’s assets and challenges?
- Evaluate your service-learning activity.

Evaluation Sample

Student Name

Community Partner Name

Student/Volunteer Feedback

1. Was your student writer reliable? For example did s/he

Keep appointments

Turn in work according to deadlines

Work onsite an average of two hours/week (unless other arrangements were agreed upon)?

2. What projects did the student/volunteer work on or help your organization with?

3. What was the strongest contribution that the student/volunteer made during his quarter working with your organization?

4. What was one skill that this student/volunteer should continue to work on, to improve?

5. Is there anything else you'd like to point out about the student/volunteer you worked with, positive or negative?

Course Feedback

1. Did you feel that you had enough contact with me as the instructor?
Would you have liked more contact, less?

2. Do you have any suggestions for how to improve the course in the future?

Compiled syllabus from its online form @ mwright7.wordpress.com

English 4567S Rhetoric and Community Service

Instructor: Mindy Wright
203 Bricker Hall
688-5557
wright.7@osu.edu

Office Hours: Because I am on campus M-F 8-5 pm, I am available for office hours according to your schedule. Email me with possible times to meet.

Class Meeting WF 9:35-10:55 am
Derby 48

Description

GE Goals:

Students gain and apply academic knowledge through civic engagement with communities.

GE Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity

In this service-learning course, you will extend your critical and rhetorical skills beyond the classroom into the world of community action as you think about writing as an instrument of social change. You will learn about the kinds of writing involved in the nonprofit sector and how those differ from academic writing. This will happen in through:

- Classroom discussion and writing assignments.
- Collaborative work writing for and with a local nonprofit agency for multiple hours each week. In one sense, your community work is another textbook for the course. This includes:
 - A MINIMUM 2 hours/week onsite to learn about your organization
 - Additional hours for producing writing.
- Guest speakers from the nonprofit sector.
- Experiences of your classmates.
- Research on a topic that is at the heart of the social mission of your organization.

These experiences will require you to learn and demonstrate 21st century skills:

- Through learning and demonstrating rhetorical analysis of situations and organizations, you will build the ability to **think critically** and to **learn continuously** in new organizations.

- Through working with your community partner and with classmates, you will build skills of **collaboration**.
- Through applying and adapting your academic skills to the real and quickly changing world of nonprofits, you will build **resiliency**.

This year, this course will operate as a **hybrid**. Most weeks (after the first two), every Wednesday, we will meet in the classroom. Our Friday class will be a virtual one. For that portion of the course, you will write about your experience with your community partner in Reflection Journals. You will learn about your classmates' experiences by reading and responding to their Reflection Journals. And some weeks you will also respond to drafts of each others' essays online. Participation in both the face-to-face and virtual classes is required to receive credit for the course.

Text: Heath, Chip and Dan Heath. *Made to Stick*. New York: Random House, 2007.

Assignments/Grading

As a student in this course, you will:

- Participate in weekly class meetings which will include guest speakers on topics such as writing for the public (10%). In order to receive credit for face-to-face classes, you must physically attend class for the entire period. To receive participation credit for the online classes, you will need to submit work and respond to other students' work between Friday 9:35 am and Tuesday 9 am.
- Work with community partner. This includes two different kinds of activities. 1. You are required to average at least two hours a week onsite to learn about your partner 2. You will also spend additional time working on writing projects. Depending on your community partner site, you may find it necessary to do writing onsite. (10%)
- Write in a variety of formats:
 - Weekly Reflection Journals/Community Partners Updates and responses (10%)
 - Writing Project #1: an observation-based inquiry focused on your service site (10%)
 - Writing Project #2: an essay a societal issue related to your community partner's work/mission (15%);
 - Writing Project #3 End-of-quarter memo analyzing your experience onsite (10%)
 - One or more writing projects for your community partner (35%).

Letter grades are determined on the following scale (For each letter grade, the lowest possible numerical grade.) A 3.85 □ A- 3.5 □ B+ 3.15 □ B 2.85 □ B- 2.5 □ C+ 2.15 □ C 1.85 □ C- 1.5 □ D+ 1.15 □ D 1.0 □ E 0.0

Reflection Journals

Each week, you will write a reflection journal/community partner update on your work with or about your community partner. You will also read and respond to at least one reflection journal/community partner update from another member of class. (In class, we will talk about how you will be paired up for responses.)

Reflection journals serve several purposes:

They allow you to reflect on your work with your community partner and to connect it to the discussions and reading from class.

- They serve as ways for other class members to broaden their own experience by learning about the experiences with other community partner organizations.
- They allow me to see how things are going, to offer advice when appropriate, etc.

All reflection journals/community partner updates must be submitted to the class Carmen site by Friday at 11 am. All responses to reflections journals from the week before are due by Tuesday at 9 am.

Writing Project #1

As a first step in preparing to write projects for your community partner organization, this assignment asks you to rhetorically analyze your community partner organization. Look carefully at the ways that organization communicates, as well as what those methods show about the group. Although this is one of the academic writing projects for the course, it is also crucial background you'll need to help you write as a member of your organization. As we'll talk about in class, one of the first steps in writing for real is learning what persona (what rhetorical perspective) you have to take on to write for or with your community partner organization. One of the underlying questions this assignment can eventually lead you to consider is how your voice as a writer may be similar to and different from the organization you will represent.

Using results from your initial interview as well as fieldnotes you've taken and/or follow-up interviews you've conducted, write a description of your community partner group and its discourse community.

You may also want to consider these questions:

- Who is considered a part of the organization?
- What methods of communication do members of the organization typically use?
- How do the ways people there communicate and illustrate the beliefs and/or goals of the group?
- How does the writing you will do for this organization fit into its larger mission? For example, will your writing be part of development efforts to fund mission projects? Will your writing be for advocacy of the mission? Will your writing be part of mission-based projects?

Writing Project #2

Look back over your reflection journals so far this semester and identify a public policy or societal issue that you see as relevant to your community partner and its mission. What human or social changes are part of your community partner's ability to accomplish its mission?

You might choose to investigate a public policy that affects your community partner site directly. For instance, how is the work of Children's Hunger Alliance affected by procedures that regulate how families of low income receive food assistance? Or your topic may be one that indirectly affects your site. For instance, attitudes toward immigrants from other countries can affect the access they have to learning English or to training, the mission of the Columbus Literacy Council. Or you may look at an issue that affects the actual doing of service, a question about how volunteers enter communities or about how people from outside a community can help establish a reciprocal relationship with community partners, a question that affects how many of the organizations you all are working with this semester recruit and train volunteers?

Whatever issue or public policy you choose, for this essay, describe and explore it, using both your

own experience and information from outside sources (which may include written material, information from the Internet, interviews with people). Who would be a good audience for this piece of writing? What would you want to tell that audience? We'll generate specific draft criteria in class.

Writing Project #3

For your final writing project, I'd like you to choose a situation (media and audience) to "sum up" your experience working with your community partner this year. The situation and media needs to be accessible by me.

Whatever situation you choose, analyze your experience for the needs of that audience and for that media. For instance, if you choose to write a piece that your community partner could use for future volunteers, what would be important for those future volunteers to know? And what would be the most effective way of communicating that message to them? If you choose to "Share Your Story" on serve.gov, who do you imagine your readers to be and what do they want to know about your experience? If you choose to write a blog post for payitforward.osu.edu, what are your goals and for what audience?

ADA Statement

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations.

I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

University Statement on Disabilities: "Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; OSU [Office for Disability Services Web Site.](http://osu.edu/office-for-disability-services)"

Plagiarism

Plagiarism, stealing the ideas and/or words of another and representing them as your own, is not permitted. You will not save time this way or get a higher grade. Although I encourage you to read and share your writing assignments with others, the work you submit is expected to be your own. If after discussing these issues in class, you still have questions, please make sure to ask about how to accurately cite information you collect from other sources.

University Statement on Academic Misconduct: "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/cc/>"

Weekly Outline

Introductions: Week I

“The “nonprofit” institution neither supplies goods or services nor controls. Its ‘product’ is neither a pair of shoes nor an effective regulation. Its product is a *changed human being*. The non-profit institutions are human-change agents.”

—Peter Drucker *Managing the Nonprofit Organization: Principles and Practices*. New York: Collins Business, 2005. p. xiv.

The first week of this course is full of introductions. By the end of the week, you should be able to:

- Explain mutual benefit principles of service-learning.
- Explain responsibilities and procedures of the course.
- Become part of a community partnership team.
- Describe the key elements of a nonprofit organization.



1.9.12 Review syllabus Read and view past students’ experiences Jillian Wetzel, Winter 2011 Discuss community partner sites and potential projects.

Below are memos written by students in last year’s class, used with their permission.

Parker/Columbus Literacy Council

Linn/Children’s Hunger Alliance

Laviola/Central Ohio Diabetes Association

Yoak/YWCA Columbus Columbus Foundation Power Philanthropy



1.11.12

Discuss key elements of service-learning and community partnerships. Bring to class a hard copy of Reflection Journal #1: List 4 community partners with whom you would like to be paired. List any “hidden attributes” (useful information that would make you a good match for an organization) or particular constraints (transportation). Community Partnerships announced.

Before Class View [service-learning video](#) and [service-learning.osu.edu](#) Review community partners. Review Nonprofit Definitions 1. Legal Definition: “What is a nonprofit?” Minnesota Council of Nonprofits 2. Overview Definition: “Know Your Sector” 3. High-Impact Practice Definition: *Forces for Good* 4. Organizational Definition



Learning about Community Partners: Weeks 2 and 3

By the end of week three, you should be able to:

- Describe the project(s) you will do with your community partner this semester, as well as what resources you will need to successfully complete that work.
- Describe and rhetorically analyze your community partner organization, its mission, and its stakeholders.
- Describe and demonstrate the voice/person of your community partner organization.
- Identify differences between your community partner organization and the organizations of your classmates.

-You'll at least have begun on learning information about your community partner. As you continue to work with your partner, your understanding of the organization and its persona will deepen.

Week II



□

1.16.12 □ Guest Speaker: Alex Fabrizio, Professional Writing Minor □ Prepare for first meetings. □ Discuss discourse communities. □ Discuss **WP#1**

Response teams for this week: Ivory and Katie □ Artasia, Morgan, Dylan □ Patrick, Kelly Chen □ Charlotte, Danielle □ Jenn, Jennifer □ Ryan, Kelly Cramer □ Bailey, Colt
Before Class □ Read "[Arts of the Contact Zone](#)" by Mary Louise Pratt



1.18.12 □ By class time, submit RJ#2 to our Carmen site. RJ#2 should include your plan for your first community partner meeting.



Week 3 □ 1.22.12 □ By Tuesday at 9 am,

Respond to a classmate's RJ#2. (We will set up response teams in class on Wednesday.) Consider the following questions:

- What strengths does the classmate bring to the community partnership?
- What else might the community partner want to know about the classmate?
- Will both parties walk away from the first meeting understanding

- What work they will do together?
 - How it will be done?
 - How they will communicate?
 - What suggestions can you make for strengthening the plan?
- Submit RJ#3, a report on your first community partner meeting.

Week III



1.23.12 Debrief first community partner meetings. Discuss what you needed to do to move from RJ#3 to WP#1D1. Develop criteria for successful WP#1. Turn in hard copy signed **Community Writing Contract**.



1.25.12 Submit WP#1D1 to Carmen site by class time. 1.29.12 By Tuesday at 9 am,

- Post RJ #4.
- Respond to classmate's RJ #3.
- Respond to one other WP#1 D1 according to criteria developed in class.

Before class on 1.30.12, identify a newsletter or blog connected with your community partner. Bring a hard copy or a link to class. Think about its purpose and its audience.

Nonprofits and Writing: Weeks IV-VII

Practical Writing Genres Practical writing documents “take numerous forms—for example, brochures, fact sheets, newsletter articles, press releases, reports, policy statements, proposals, fundraising appeals, and various kinds of writing for organizations’ Web sites—and they target a wide variety of readers.”

—Carolyn Ross and Ardel Thomas. *Writing for Real: A Handbook for Writers in Community Service*. New York: Longman, 2003. pp.8-9.

By the end of week VII, you should be able to

- Describe a range of writing genres used in nonprofit organizations.
- Analyze audience, purpose, and voice for particular nonprofit writing situations.
- Identify and demonstrate effective approaches to making writing “sticky.”
- Make appropriate choices among genres for particular nonprofit rhetorical situations.

Week IV



1.30.12 Writing Topic: Newsletters and Blogs Before class, identify a newsletter or blog connected with your community partner. Bring a hard copy or a link to class. Think about its purpose and its audience. Bring [Community Writer's Inventory](#) to class.



2.1.12 WP#1 D2 due to Carmen site by class time. 2.5.12 By Tuesday at 9 am:

- Post RJ #5.
- Respond to classmate RJ #4.
- Respond to one other WP#1 D2 according to criteria developed in class.

Week V



“Introduction”-Chapter 2 (“Unexpected”)



2.6.12 Writing Topic: [Interviewing 567C](#) Guest Speaker: Jane Scott, President and CEO, Columbus Metropolitan Club



2.12.12 By Tuesday at 9 am:

- Post RJ #6.
- Respond to classmate RJ #5.

Week VI



Chapters 3 (“Concrete”)-5 (“Emotional”)

2.13.12 □ TBD depending on class needs



2.19.12 □ By Tuesday at 9 am:

- Post RJ #7
- Respond to classmate RJ #6.
- View Apple YouTube video as an example of **concreteness**.

Week VII



Chapter 6 (“Stories”) and Chapter 7 (“What Sticks”) □



2.20.12

Before class, read “4 Ways Social Media Is Changing the Non-Profit World,” by Beth Kanter. □ Guest

Speaker
Writing Topic: Social Media



2.22.12 Submit WP#1FD to Carmen site by class time. 2.26.12 By Tuesday at 9 am:

- Post RJ#8
 - Respond to classmate RJ #7.
- Respond online to WP#1FD: What are the strengths of this draft? What could still be improved?

Social Change and the Nonprofit Mission: Weeks VIII-XII Advocacy and Impact for Social Change

Leaders of high-impact nonprofits “welcomed a framework that would them shift. . . to a network model, where *the nonprofit’s raison d’etre is to catalyze social change by inspiring action in others.*” —Leslie R. Crutchfield and Heather McLeod Grant. *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: Jossey-Bass, rev. 2012.p.37.

By the end of week XII, you should be able to

- Describe the relationship between nonprofit mission and creating human and social change.
- Identify and analyze one societal issue at the center of your community partner’s mission.

Week VIII



2.27.12 Guest Speaker Writing Topic: Writing and Fundraising SLIRFP Review-1 Discuss WP#2.

Before class, review [Grant Writing 101](#).



3.1.12

3.5.12 By Tuesday at 9 am:

- Read Women’s Fund of Central Ohio blog about [social change](#).
- Post RJ #9. Include possible topics for WP#2.
- Respond to classmate RJ #8.

Week IX



3.6.12 Guest Speaker Writing Topic: Writing for Awareness Big Brothers Big Sisters TV Commercial



3.8.12-3.19.12 By Tuesday at 9 am:

- Post RJ#10
- Post Plan for WP#2
- Respond to classmate RJ #9.

3.13-3.15 SPRING BREAK

Week X



3.20.12 Discuss WP#2. What criteria will result in a successful project? Community Partner Updates



3.22.12 WP#2D1 due by class time.

3.26.12 By Tuesday at 9 am:

- Post RJ #11
- Respond to classmate RJ #10.
- Respond to WP#2D1 according to criteria developed in class.

Week XI



3.27.12 Guest Speaker: Nonprofit Collaboration



3.29.12

4.2.12 By Tuesday at 9 am:

- Post RJ #12
- Respond to classmate RJ #11.

Week XII



4.3.12



4.5.12 WP#2D2 due by class time.

4.11.12 By Tuesday at 9 am:

- Post RJ #13.
- Respond to classmate RJ #12.
- Respond to WP#2D2.

What Have I Learned? Weeks XIII-XIV

By the end of the course, you will have:

- Analyzed your experience with your community partner.
- Presented that analysis to an audience and purpose you choose.

Week XIII



4.10.12 WP#3 Workshop



4.12.12 WP#2FD due by class time.

4.16.12 By Tuesday at 9 am:

- Respond to classmate Reflection Journals: What have you learned about other orgs through reading Reflection Journals?
- Respond to WP#2FD.

Week XIV



4.17.12 Community Partner Summaries

Course Evaluations



4.19.12 WP#3FD due by class time.