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Engl 398B
Writing for Social Entrepreneurship

Section 1601 Monday 6:30 to 9:10pm – room TBD
Section 1801 Wednesdays 6:30 to 9:10pm – room TBD

ELMS site: _____

Instructor: Amy Kincaid
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Office Hours: Mondays and Wednesdays 5:30pm to 6:30pm and by appointment
Professional Writing Program Office 301-405-3762

Course Description

Social entrepreneurs work to solve social and environmental problems using business approaches. Professional writing in social enterprises and socially-responsible businesses can articulate issues, persuade people to join causes, generate resources and support, train and instruct, establish short- and long-term plans, and communicate with internal teams and external stakeholders. You may start class with an idea you want to work on, or you can develop a concept or group project over the course of the semester. Emphasis will be on real world examples of professional writing by, about, and used by social entrepreneurs.

This course helps students practice developing workplace documents for volunteer, nonprofit, and for-profit social enterprises. Types of writing you will do in the course:
- A substantial, research-based professional writing project of your choice related to social enterprise, e.g. a grant proposal, business plan, internal project or policy proposal, recommendations report, manual, guidebook, policy recommendations, sales proposal, direct mail package, fundraising campaign package, curriculum, communications and marketing plan, issue campaign, fundraising plan, turnaround plan, **sustainability audit and plan**, evaluation plan.
- Business correspondence and planning documents, such as workplace e-mail, letters, memos, performance reviews, and handwritten thank you notes.
- A persuasive written and oral presentation with slides designed for a group of colleagues, prospective investors, policymakers, project partners, or donors.
- Materials that demonstrate your skills as a social entrepreneur: resume, cover letter, and professional bio.
- Self-reflections on progress and performance in your own writing (meta-cognition).

398B is a relatively new class at the University of Maryland, and it may be the first university course ever offered on Writing for Social Entrepreneurship. The course was designed originally by Amy Kincaid and Zahara Heckscher with the support of the

University of Maryland's Professional Writing Program, the English Department, Center for Social Value Creation (CSVC) and the Robert H. Smith School of Business. It encourages students to work individually or in teams to develop change initiatives (projects, programs, campaigns, new courses, organizations, businesses) as part of their semester writing projects. The class features social entrepreneurs as guest speakers, and writing assignments emphasize document types (genres) needed by startup nonprofits and businesses. It satisfies the university's Professional Writing requirement for undergraduates.

My teaching style is experiential, interactive, and facilitative. The class plan, which combines assignments, group and independent in-class activities, and guest speakers, is designed to inspire, encourage, and prepare you to become thoughtful, sensitive, effective leaders and team problem solvers.

Course Learning Goals
The goal of Writing for Social Entrepreneurship is to help you develop the professional writing skills needed by social entrepreneurs and team members in nonprofit organizations and socially-responsible businesses. You may even gain insights that will help you develop and/or launch your own innovations for good.

Upon successful completion of this course, you will be able to:
1.   Analyze workplace communications situations and produce text that responds effectively to audience, purpose, key messages, and format.
2.   Experience the writing process stages (planning, drafting, revising, and editing) for professional writing.
3.   Identify and implement the research methods appropriate for different writing tasks, including quick information scans, individual interviews, and secondary research.
4.   Explore essential concepts of professional writing including audience analysis and accommodation, genre analysis, document design, and re-writing; and be able to apply these concepts to writing projects needed by social or impact enterprises.
5.   Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
6.   Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.
7.   **Demonstrate ethical consideration of sustainability (vitality of environment, economy, and culture) when developing solutions and effective written communication.**
8.   Practice the ethics of developing solutions and effective written communication through workplace behavior, use of sources and the conventions of citation for documents, and an overall demonstration of stewardship and integrity.
9.   Work effectively with others.

In addition to being able to discuss how professional writing may be used for strategy, engagement, persuasion, and impact, by the end of the semester, you will be able to **describe social entrepreneurship and analyze problems and solutions through a**

sustainability lens. You will have hands-on opportunities to learn to write and produce effective documents for specific professional audiences, and develop collaboration, networking, and verbal communication skills.

I hope also that you will gain insight into your own career direction, leadership style, and your potential contribution to make a difference in the world. Even if you decide ultimately not to become a social entrepreneur or work for a social enterprise, you will learn practical professional writing and workplace skills.

Overview of Assignments and Grading

Major Graded Writing Assignment 1 Due Class 4	Resume and Cover Letter package, which includes drafts and peer reviews. Required: Visit to career center or professional in your field. *Recommended: Visit to writing center* Related Supportive Writing and In-class Prompted Writing (including peer bios)	10%
Major Graded Writing Assignment 2 Planning Memo due electronically prior to conference (Class #8) Package due at scheduled conference	Planning and Progress Report Memo package *Recommended: Visit to writing center* Related Supportive Writing and In-class Prompted Writing (esp. pre-writing and topic development)	15%
Individual conference *Scheduled times on a class night, mid-way through semester*	*Attend writing conference in person, bring complete Planning Memo package in pocket folder. Points included in Professionalism and Participation portion of the grade.*	
Major Graded Writing Assignment 3 Due on presentation date (#9, 10, 11)	Presentation/Pitch/Pecha Kucha slides and package (about your semester project topic). Related Supportive Writing and In-class Writing	15%
Major Graded Writing Assignment 4 Due Class #14 (final class)	Final paper package. Related Supportive Writing and In-class Writing *NB: If you meet certain requirements, you may turn in paper early for my advance feedback in time to incorporate them into your final revisions and editing.*	35%
Peer reviews	*Points are included in major assignments.*	

Social Enterprise **and Sustainability** Concepts	Related Supportive Writing and In-class Writing	5%
PWP reflections/self-assessments (graded)	PWP reflections/self-assessments, beginning, mid-, and end	5%
Professionalism and Participation	Attendance, promptness, preparation, class participation, content engagement, teamwork, volunteering for tasks and taking initiative, sensitivity and constructive contributions to classroom dynamics, and follow through.	15%

Your professionalism and participation grade will be measured by
a) Attendance;
b) Completion of major and supplemental assignments;
c) Demonstrated engagement with course content and with peers;
d) My impression of your professionalism and participation, based on my recall of demonstrated responsibility, sustained contribution to class discussions, and consistent effort to improve both written and spoken work.

I dock points for irritations such as pestering about points, excuses, missing appointments or the writing conference, and demonstration of other attitudes and/or behaviors inappropriate for workplace. My guiding question at the end of the semester is: Based on your performance in this course, would a senior colleague believe she could count on you (to produce solid, honest, effective work consistently on time without hassle or drama)?

Course Schedule
I reserve the right to—and likely will—make changes or improvise on the following schedule, topics, learning activities, supporting assignments, points possible for individual assignments, meeting location, and guest speakers. Check ELMS/Canvas regularly. However, I will not alter significantly anything you see here about the requirements, due dates, or weighting of major assignments. **I encourage you to use the syllabus to sketch out your own workplan and schedule dates for the semester.** Mantra: plan your work and work your plan.

Note: I am posting documents and announcements on our class ELMS page. Check there. Use the weekly and theme Modules to guide your study and preparation. You are responsible for all the material in the Modules.

Schedule	Due	Class Agenda Topics	Plan to work on and prepare for next class:
Class 1 W 9/3 M 9/8		Welcome and Orientation • What is this class? • What is Social Entrepreneurship and Innovation? • **Sustainability = subtheme** Solving Wicked Problems Intros and Peer Bios assignment Assign Learning Reflection A Assign #socent quick research and analysis	Write Learning Reflection A #socent research memo Download and skim Terp guide. Find a current/old resume or create a brainstorm list of items to include
Class 2 W 9/10 M 9/15	#socent quick research and analysis (in ELMS– due 24 hrs before classtime) Bring old resume Learning Reflection A due (on paper)	Review #socent discoveries and impressions Professional Writing Work/Leadership Styles (Giant Resumes) Resumes & Cover Letters – Major Assignment 1 Career Self-Reflection and Job Search Criteria (in class) Writing Process	Write peer bio Finish Career reflection and job search criteria. Audience analysis. Draft resume and cover letter Schedule a visit career center (to review a resume draft or cover letter) between now and Class 4.
Class 3 W 9/17 M 9/22	Peer bios due (ELMS list) Draft resume and cover letter due	Business Letters: *format, arguments and evidence, plain language, effective organization* Peer Review (Resumes) and Technical Editing Researched Work Paper (intro to Semester Project) – Major Assignment 2 Planning Work Flow Topic Brainstorming **Assign "call to sustainability" readings**	Finish resume and cover letter. Topic idea worksheet **Call to susty readings**
Class 4	Resume &	**Reflection on susty readings**	Workplace email

Class 4 W 9/24 M 9/29	Resume & Cover Letter (packet) due Topic idea brainstorm due (ELMS)	**Reflection on susty readings** Document Types & Audience Analysis Online Profiles and Workplace Emails Topic Idea Defining and Development (topic speed dating and opportunity for teaming up) Workplace email assignment Rhetorical analysis in the workplace *Guest*	Workplace email (narrowed 2 topics to propose)
Class 5 W 10/1 M 10/6	Workplace email due (ELMS)	Topic Refining Project Planning Memo – Major Assignment 3 Memos & Paragraphs Bibliography (annotated!) Grammar and Usage **Susty lens analysis assignment**	Exploratory research (see section 7 of memo) **Write susty lens analysis** Internet research and go to the library. Schedule your interviews Sign up for presentation time Sign up for conference time
Class 6 W 10/8 M 10/13 Columbus Day	**Susty lens analysis** Bring of an example of the type of document you are considering for your topic.	Document Types Interviews (primary research) Business Presentations – Major Assignment 4 Audience Analysis for PPTs (in class)	Exploratory research, cont. Start your bibliography Draft planning and progress memo
Class 7 W 10/15 M 10/20	Draft planning memo due on paper Final planning memo due via ELMS in advance of meeting—Thur by midnight.	Peer Review Planning and Progress Memo Preparing for Planning & Progress Mtng (aka writing conference) Mid-Semester Check In Final Paper Assignment Details **Creating Sustainable Communities (asset mapping)** *Guest*	Draft PPT Skim your sources so far. Find more. Thank you notes

Class 8 W 10/22 M 10/27	*Conferences scheduled 5:30-9:45pm.* Bring planning memo packet to your conference Draft PPT due	Writing conferences before, during, and after regular classtime Learning Circles Document Design Peer reviews for presentations Assign Learning Reflection B *3 to 4 before class.* *12 conferences during class. Have individual and group activities for them to do on their own.* *3 to 4 after class.* *Grade their planning memos (mostly a completion grade) during conference.*	Learning Reflection B PPT Read your sources.
Class 9 W 10/29 M 11/3	Learning Reflection B due for those scheduled to present next wk	Initial Presentations Critical Response Process Final Assignment Details and Tips Work with "cadavers" *Guest possible* Evaluation and Logic Models Presenters: bring your MVPR's response sheet to the next class	PPT Write Reflection B Have you finished interviews? **Readings on consumption** Keep reading your sources.
Class 10 W 11/5 M 11/10	Learning Reflection B due those scheduled last week	Presentations and Critical Response, cont. Budgets/Cost-Benefit Analysis **Consumption for Sustainable Economies (rhetorical analysis)** Develop "Preview" sections (interview writeups, draft bibliographies, table of contents, and if needed, evaluation/logic models) Audience Analysis Presenters: bring your MVPR's response sheet to the next class	PPT Audience Analysis Draft preview sections Begin core sections Schedule visit(s) to writing center
Class 11 W 11/12 M 11/17	Framing sections due on paper (interview writeups, draft bibliographies, table of contents,	Presentations and Critical Response, cont. Peer Review Framing Sections Quality in Major Papers Core Sections Presenters: bring your MVPR's response sheet to the next class	Budget/Costand other Core sections Go to the writing center Thank you notes

Class 11 W 11/12 M 11/17	Framing sections due on paper (interview writeups, draft bibliographies, table of contents, evaluation or logic model or budget/cost-benefit) Audience Analysis due	Presentations and Critical Response, cont. Peer Review Framing Sections Quality in Major Papers Core Sections Presenters: bring your MVPR's response sheet to the next class	Budget/Costand other Core sections Go to the writing center Thank you notes
Class 12 W 11/19 M 11/24	At least 2 draft core sections due **Optional-professor preview of 90% drafts turn ins (11/26 by noon)**	Peer Review Core Sections Exec Summ & Cover Letters Revising & Editing Professional World Grading Scale Assign Learning Reflection C *Guest*	Draft exec summaries and cover letters Write Learning Reflection C Work on any section and on fitting the whole paper together.
No class W 11/26 .			
Tgiving Recess		Thanksgiving Recess November 27-30 (Thursday-Sunday)	
Class 13 M 12/1 W 12/3	Learning Reflection C due on paper	*Return **final drafts** with comments* Peer Review Full Drafts Revising and Copyediting Course Review & Evaluations ***Guest***	Finish final paper Thank you notes
Class 14 M 12/8 W 12/10	All final papers (folder) Thank you notes due (SWA or workplace team)	MVPR Nominations Recall and Evaluate Course Closing Ceremonies & Wrap	

Required Texts
1. Open source materials replace a traditional textbook for this course. As busy professionals do, we will use a lot of information that can be found online.
2. Terp Career & Job Search Guide. Download it from the Career Center website. Hard copies may be available from the Career Center, the Business Career Center, or the Engineering Career Center.
3. Selected readings on sustainability, social enterprise, workplace culture, workplace writing, and other topics.
4. Your secondary research. Your semester project will include an annotated bibliography with at least 10 sources related directly to your project's content and at least 2 sources that offer guidance or provide models for the type of document you choose to write. The assignment for the final project will give you guidance to help you chose your sources, which in most cases should include a mix of journal articles, online documents from reputable sources, and books. I expect you to read them. Bonus points tacked onto the semester grade for a review of one memorable book.

Required Materials
Four pocket folders for turning in major assignments with drafts and other items.

Suggested Materials
1.   Plenty of toner—or access to reliable printers with plenty of ink. Default your printer to draft quality and use some of the money you saved on the textbook to buy an extra toner cartridge.
2.   Lots of paper (although we will do as much as we can online via ELMS).
3.   An accordion folders to keep papers and working drafts throughout the semester.
4.   Jump drive for backups.
5.   Healthy snack for class evenings.

Course Procedures and Policies
• Volume. The department requires more than 25-pages of polished writing (at least 6,250 words) in at least five writing assignments plus revisions. You'll be doing at least that much writing in this course. Yay, you!
• Fresh work. I just cannot accept papers you have written for other courses to fulfill any assignment in this course (including resume and final paper).
• Academic Integrity. I expect the people I work with to do good work and tell the truth. Under university policy, I am obligated to refer suspected plagiarism to the Office of Student Conduct and Honors Council, which makes the judgment. Avoid problems by doing your own work and by giving appropriate credit. Check with me in advance if you are uncertain.

> *From ARHU: The student-administered Honor Code and Honor Pledge prohibit students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must*

*write by hand and sign the following pledge: **I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).***

Review UMD's honor code at http://www.studenthonorcouncil.umd.edu/code.html
• Due dates. Major assignments and due dates are listed on this syllabus. All assignments are due at the beginning of class unless otherwise indicated. Late work will be accepted for some assignments under some circumstances, but not for all. When accepted, late assignments will earn points off.
• Learning accommodations. If you require accommodation, please speak to me after class or during office hours right away so we can determine together how to proceed and support your learning.

> *From ARHU: Students with disabilities: The University of Maryland is committed to providing appropriate accommodations for students with disabilities. Students with a documented disability should inform the instructors within the add-drop period if academic accommodations are needed. To obtain an Accommodation Letter prepared by Disability Support Service (DSS), a division of the University Counseling Center, please call 301-314-7682, e-mail dissup@umd.edu, or visit the Shoemaker Building for more information.*

• Computer Classroom Policies. While you will do some writing during class, you will do most of the writing for major assignments outside the classroom. Some assignments may be turned in electronically via ELMS, but other homework must be printed on paper. Be sure to back up all work both in and out of the classroom. Print your papers before class.
• Food. Please do not eat during class. However, do bring yourself a snack because of the evening timing. We'll take breaks.
• Attendance. Professional Writing is considered a studio course and the English department requires me to count attendance. Attendance represents a significant portion of your Professionalism and Participation grade. Just as in a workplace, your presence and preparation (or lack thereof) will be noticed by me and by your colleagues. We are counting on you to be on time and to come prepared to work in class meetings.

> Note: While most university classes meet two or three times a week, this class meets only once a week. That makes 14 times plus includes a required instructor conference. I understand needing to miss occasionally, and while you will receive no questions asked and no grading penalty for missing one-half or one class, you will still be responsible for material and assignments covered in class. Missing just two classes for any reason means you'll have missed the equivalent of roughly two weeks of class meeting time and instruction. However, missing three classes or more will make catching up difficult, and perhaps impossible. If you miss too many classes—even if excused—you will be unable to make up the work, even if you are technically eligible to do so.

Check the university's policy for excused absences—required notes and such are your responsibility. An excused absence does not excuse you from responsibilities for

assignments. If you are absent for any reason, it is your responsibility to find out what you've missed and make it up as best as you can. I appreciate your letting me know when you will be absent, however, that does not qualify it as excused. Most in-class group exercise, quizzes, and writing assignments missed due to absence cannot be made up unless you have a university-sanctioned excused absence. Please do not miss your conference.

> *From AHRU: Students are expected to inform the instructor in advance of medically necessary absences, and present a self-signed note documenting the date of the missed class(es) and testifying to the need for the absence. This note must include an acknowledgement that (a) the information provided is true and correct, and (b) that the student understands that providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct. The university's policies on medical and other absences can be found at:* http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540

> *Prolonged absence or illness preventing attendance from class requires written documentation from the Health Center and/or health care provider verifying dates of treatment when student was unable to meet academic responsibilities.*

> *Absence due to religious observance will not be penalized, however, it is the student's responsibility to notify the instructor within the first 3 weeks of class regarding any religious observance absence(s) for the entire semester. The calendar of religious holidays can be found at:* http://faculty.umd.edu/teach/attend_student.html#religious

• Evaluations. *From ARHU: Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. Your participation in this official system is critical to the success of the process, and all information submitted to CourseEvalUM is confidential. (Instructors can only view group summaries of evaluations and cannot identify which submissions belong to which students.)*

• Copyright notice. Class lectures and other materials are copyrighted and they may not be reproduced for anything other than personal use without written permission from the instructor.

• Diversity: I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of—and inclusive of—age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate—for the classroom and for the workplace culture we are modeling. *(See Statement on Classroom Climate,* http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541*).*

Course Culture and My Expectations

Enjoyment and Enthusiasm. I want this class to be a good challenge. So I encourage you to use the class to explore projects that you find enjoyable and engaging. Part of being an entrepreneur is following your passion, and this class is designed to give you space to explore topics that excite and energize you.

Writing. This is a writing class and writing takes time. You will do a lot of thinking, writing, and editing, both in and out of class. Expect to bring drafts to class, then hold onto them for turning in later. This course is designed with a combination of short and long-term overlapping assignments. You'll want to get organized right away—budgeting time and money for ink and supplies—so that you can stay on top of requirements.

Peer Review. Peer review is an important part of the curriculum in the Professional Writing Program. In this class, grading for peer reviews are folded in to all major written assignments and also factored into participation.

Struggle. Struggle means learning could be happening. If at some point during this course, you are not struggling or working along a personal edge, you probably are not learning. However, if stretch or challenge begins to feels like it may be turning into to something that could negatively affect your work in our class, please let me know— sooner rather than later. If necessary, we can make modest adjustments and accommodations to help you get yourself back on track. I will consider these issues on a case-by-case basis. I will require documentation. Your academic advisor may be a good resource. Free and confidential services are available through the campus Counseling Center 301-314-7651 http://www.counseling.umd.edu/Services/emergserv.htm

Professionalism, Participation, and Teamwork. My intention is to create a culture in class that mimics a professional work environment. Unlike in English 101, your semester project will be directed to real world readers, not just the professors. Your conduct in the classroom should be similar to how you would behave in a work environment.

Plan to arrive on time, act respectfully in your interactions with others, act with honesty and integrity, and show enthusiasm for your work. If you have a family emergency that requires you to turn on the phone, let us know before class and we will accommodate you. Mobile devices should be turned off during class. Mitigate the risk of technology crises—email yourself backup drafts or save them on a jump drive, and don't wait to start working until the last minute. Computer or other technical problems will not earn deadline extensions.

Examples of the professional behavior I am looking for:
—participation and professional attitude,
—quality feedback to peers in small groups,
—helpful, engaged, positive contributions in class,
—building onto colleagues' comments in group discussion,
—quiet engagement in independent work,
—contributions to the course website,

—assistance with creating a more sustainable (environmentally-sensitive) classroom,
—fulfillment of class jobs and volunteering for spur-of-the-moment class jobs,
—independent use of learning support opportunities, such as office hours, writing and career center, incorporating feedback into writing.

This course is interactive, participatory, and collaborative. It is not a lecture course. Because of the collaborative nature of this class, participation is required. You'll learn from and with each other. Please come prepared to make substantive contributions to class discussions, to participate during group workshops, and to engage fully with in-class writing assignments.

About Your Instructor
Amy Kincaid is a senior-level consultant to nonprofits, social enterprises, and socially-responsible companies, offering career experience in organizational development, professional training and facilitation, and fundraising. She has secured over $67 million for nonprofit organizations through government and foundation grants, cooperative agreements, and major gifts. Amy has presented hundreds of times to professionals and community leaders on fundraising, grantseeking, major gifts, strategic planning, impact evaluation, turnarounds, and organizational development.

Just recently, she joined Institute for Conservation Leadership as Senior Associate, to work with environmental organizations, coalitions, and foundations. For the previous 15 years, she operated ChangeMatters, which in 2011 became the country's first Benefit LLC, a new legal designation for service businesses committed to balancing people, planet, and profit. Prior to starting that business, she developed the grantmaking program for the first US-Soviet foundation, worked with non-governmental organizations in Central and Eastern Europe, and built one of the earliest online employment listing services, which specialized in social service and change jobs.

Having led, fumbled, and survived numerous nonprofits in transition, Amy understands the real-life pressures in medium-sized and small social purpose organizations undergoing startup, turnaround, and major growth.

Originally from Kansas City, Amy is a Jayhawk (just so you know). She also is an exhibiting artist, curates artwork in a local café, is crazy about modern dance, serves on the board of Pyramid Atlantic Art Center, and lives in the DC area with her patient husband, two exuberant kids, and Mac the Dog. Her life away from the university is mostly about working with her consulting clients, feeling guilty about household clutter, keeping up with her children's sports and music schedules, cooking with ingredients from the CSA and local dairy, and trying to fit in some painting time or a dance class.