



UNIVERSITY OF  
MARYLAND  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**English 398B: Writing for Social Entrepreneurship**

Fall 2016 Syllabus

Section 1901

September 1, 2016

**Instructor: Roxanne Clements**

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**Phone: 301.405.3762 (PWP Main Office)**

**Office: TWS 1200**

**Office Hours: Thursdays 5:30-6:30 pm**

**Class Location & Time: TWS 0201 Thursdays 6:30-9:10pm\***

\* There will be a 10 minute break each class at approximately 7:45pm.

**Please note that UMD uses ELMS/Canvas. You should have access to the Course webpage when you logon to Canvas. The majority of your assignments are to be submitted through Canvas. Also, I will post course content, notices and other communications via Canvas. This course does not have a final exam.**

**Course Description**

“Writing for Social Entrepreneurship is a course for students who want to develop the skills needed to start a successful social venture – a start up businesses with a social mission or a new nonprofit program...”

<http://www.english.umd.edu/academics/professionalwriting/pwp/courses/eng1398b>

Specifically, in this course you will develop a business plan to implement a social venture concept unique to you and your interests. In addition to the Social Venture Plan (“SVP”), there are four writing assignments, 3 self-reflections and one oral presentation (with a written component). These assignments are designed to help you learn how to create effective documents or methods of communicating to different audiences. This course has a workshop format. You will be required to write during class time. During most class periods the second half of class will be devoted to drafting or researching your assignments.

**Professional Writing Learning Outcomes and Course Goals**

English 398B is designed to be a bridge to help you cross from academic writing to real world writing. You will have to unlearn some academic writing practices you may have developed writing for your teachers and learn new writing concepts for real world audiences. There will be a strong emphasis on clear, concise, and direct writing.

On completion of a Professional Writing course, you will be able to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- 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.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

### Texts/Materials

There is no textbook for this course. Materials will be handed out in class or provided electronically. You are encouraged to bring a laptop to class but you may use it only for class work.

### Assignments

- A **Social Venture Plan (“SVP”)** for a new social venture that you conceive and develop. It may be completed in a group of no more than 3 students. This is a professional document of 15-20 pages in the form of a business plan for a public project, non-profit or for profit business. 30%
- A **proposal memo** (2-3 pages) that summarizes the contents of your Social Venture Plan and introduces it to the instructor for guidance and approval. 10%
- An **oral presentation** with slides or handouts, e.g., brochure (10 -12 minutes) to sell your venture plan to potential investors, potential team members for your venture or mentors. 10%
- A **resume** and a **cover letter** (1 page each). 10%
- A **summary report** (1-2 pages) of a classmate’s oral presentation that demonstrates your understanding his/her venture plan. Students will form teams of 2 to 3 for this assignment. 10%
- **Participation** (attendance, peer review and specified assignments). To receive credit for participation, you should attend class regularly, bring materials (as assigned) for peer review, participate in class discussions, be prepared to discuss assignments and engage in peer review. After 3 absences, your participation grade will be reduced by 10 points. 10%

- **Business email** that informs and persuades your boss to support your Social Venture Plan. This should be 2-3 sentences followed by bullet format and concluding sentence. 5%
- **Self-Reflections** – Three short writing assignments at the beginning, middle and end of the course in which you will address the specifics for that assignment. In general, you will assess your writing strengths, weaknesses and your expectations for this course. 15% (5% each).

### **Grading**

All Professional Writing Program classes require at least six graded assignments comprising a minimum of 25 pages of original writing. Papers for this class may not be used in other classes. **Previously written material may not be used for credit in this class.** For the resume/cover letter assignment, your first draft may be something you wrote before class started, but you must make significant changes to the drafts or request an alternative assignment before the due date. Structured peer review will be part of your grade for some written assignments.

**Late papers:** Assignments will be due by the beginning of class. You should bring your assignment to class and if possible email the assignment to me prior to the beginning of class. If an assignment is late, it will be marked down 10 points for each class meeting it is late. For assignments to be prepared in class and due by midnight of that particular class day, assignments will be considered late if emailed after midnight.

### **Grading Scale:**

<b>Letter Grade</b>	<b>Numerical Grade</b>
A+	99-100
A	93-98.9
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9 or below

**Re-writes:** You may choose up to 2 graded writing assignments to re-write. The re-write will be due one week after the original assignment was graded and returned to you. Your final grade for the assignment will be an average of the original grade and the re-write grade. You may NOT re-write the final project (SVP).

**Extra credit:** You may obtain an additional point added to your final grade if you visit the Writing Center ([www.english.umd.edu/programs/WritCenter](http://www.english.umd.edu/programs/WritCenter)) and obtain assistance on one of the writing assignments for this course. Please note that you must authorize the Writing Center to inform me about your session with an advisor. You may schedule an appointment or drop by Monday-Wednesday from 5 pm to 8 pm.

### **Communications about this course**

Faculty and advisors use email to convey important information, and students are responsible for keeping their email address up to date, and must ensure that forwarding to another address functions properly. Failure to check email, errors in forwarding, and returned email are the responsibility of the student, and do not constitute an excuse for missing announcements or deadlines.

### **Course Procedures and Policies**

A full list of course-related policies and relevant links to resources may be found at:

<http://www.ugst.umd.edu/courserelatedpolicies.html>.

### **Other Policies:**

**Attendance and Absences:** I follow university policy on attendance. Details can be found at: <http://www.ugst.umd.edu/courserelatedpolicies.html>.

In general, students are expected to attend class regularly and to inform the instructor in advance or as soon afterwards as possible of absences, and present a self-signed note documenting the date of the missed class(es) and testifying to the need for the absence. This may be submitted by email. 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.

Excused absences include:

- Illness
- Death in family or family emergency
- Official university events (such as an intercollegiate athletics competition you're playing in; for these, notify me at least three weeks in advance)
- Religious holiday (for these, notify me at least three weeks in advance or as soon as possible for holidays that fall in the first weeks of class)

If you do have to miss class for any reason, find out what you missed from a classmate and from ELMS. It is your responsibility to catch up on missed work and handouts. However, in the event of documented serious illness or family emergency, contact me to make individual arrangements to help you catch up. I will take into account your specific situation.

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 the student was unable to meet academic responsibilities.

**Conferences:** You are required to attend one student-instructor conference during the semester. Please bring your folders with all work done in class so far. During this meeting, I will discuss your work in progress and you can raise any questions or concerns you might have about the class. Sign-up sheets will be distributed prior to our meetings.

**Academic integrity:**

The UMD Honor Code and Honor Pledge prohibits 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).*

Allegations of academic dishonesty will be reported directly to the Student Honor Council:  
<http://www.shc.umd.edu>

**Plagiarism:** Definitions for plagiarism, fabrication, cheating, etc. can be found at:  
<http://www.ugst.umd.edu/courserelatedpolicies.html>

**Group Work:** Class assignments will involve collaboration of the kind that is typical for a work environment. The opportunity to learn from your peers is an essential part of this class, as is learning how to share appropriate, sensitive, critical, constructive feedback.

**Disability Support:** Students with a documented disability should inform the instructor within the add/drop period if academic accommodations will be needed. You are expected to meet with me in person to provide me with a copy of the *Accommodations Letter* and to obtain my signature on the *Acknowledgement of Student Request* form. You and I will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS), at 301.314.7682, e-mail [dissup@umd.edu](mailto:dissup@umd.edu)

**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. Copyright infringements may be referred to the Office of Student Conduct.

**Emergency protocol:** If the university is closed for an extended period of time, please check ELMS for information regarding how the course will be continued and email me if you have questions.

**This syllabus is subject to change.** Students will be notified in advance of important changes that could affect grading, assignments, etc.

**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.)

### **Academic Accommodations for Students Who May Experience Sexual Misconduct**

The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence as defined by the University's Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As 'responsible university employees' faculty are required to report any disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information: <http://www.umd.edu/ocrsm>

**Diversity:** The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless 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 information on elms, counseling, health, learning workshops, tutoring, writing help, student rights in undergrad courses, questions about graduation or add/drop/withdraw, please see: <http://www.ugst.umd.edu/courserelatedpolicies.html>

## Resources

- **The UMD Library Professional Writing Website** is a wonderful resource designed for PWP students to help you with your final projects. <http://lib.guides.umd.edu/pwp>. The site also provides contact information for several librarians who are experts in helping students access resources for Professional Writing classes.
  
- The **Writing Center** [www.english.umd.edu/programs/WritCenter/](http://www.english.umd.edu/programs/WritCenter/) The Writing Center can help you to improve your papers before handing them in, determine strategies for re-writes, and highlight grammatical errors. Grammar and sentence structure will count as I grade your assignments, so going to the Writing Center will improve your grade. The Writing Center is not just a remedial program for poor writers; it is helpful no matter what your starting point.
  
- The **Career Centers**. The Career Center [www.careercenter.umd.edu](http://www.careercenter.umd.edu) (or Engineering Career Center [www.coop.engr.umd.edu](http://www.coop.engr.umd.edu) or Business School Career Center [www.rhsmith.umd.edu/career](http://www.rhsmith.umd.edu/career)) can help you with job search advice, career counseling, and other career-related questions. They can also offer specific assistance with the resume and cover letter assignments.
  
- **The Academy for Innovation and Entrepreneurship**. <http://innovation.umd.edu/> Lists the various resources on campus for students and coordinates various efforts in the field of entrepreneurship on campus.
  
- The **AshokaU Terp Changemakers** “exist to promote the development of a culture of innovation and social change, along with a generation of students who feel empowered to test out novel ideas, approaches, products, and services to tackle today’s local, national, and international problems.” <http://umdchangemakers.com/> and Facebook is <https://www.facebook.com/groups/39233947647>
  
- The **Center for Social Value Creation (CSVC)** has extensive resources and many programs relating to social enterprises. I encourage you to sign up for the CSVC biweekly list serve to learn about events/programs/careers/networking opportunities. The link is on the home page of [www.rhsmith.umd.edu/svcand](http://www.rhsmith.umd.edu/svcand) and Facebook is <http://www.facebook.com/CreatingValue>
  
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## Week 2 – Thursday, September 8

## Class 2

**Due:** *Assignment #2* (Draft resume and job/internship posting). Participation Credit

**Topics:** Audiences/ Preparing self-reflection assignments/ Job search process/ Peer review/Language Common Errors.

**Activities:** Discuss job search and interview process (prepare topics to discuss, demeanor)

- Review resume preparation materials

Review Language Common Errors Checklist (handout)

- Common Errors Quiz
- Discuss importance of grammar and format to audiences

Peer review of resumes

- Discuss effective peer review techniques
- Review Handout

Break (10 minutes)

Draft cover letter for your job or internship posting due at the end of class or by midnight if submitted by email. Exchange draft resumes and cover letters for peer review and editing.

Assign final resume and cover letter AND

3 possible topics from current news sources (paper, magazine, on-line) for SVP to be discussed at next class. Bring your story to class for participation credit.

## Week 3 – Thursday, September 15

## Class 3

**Due:** *Assignment#3* (Final resume and cover letter).

Worth 10%

Three current news stories to aid in SVP topic selection. Worth participation credit.

**Topics:** Possible Social ventures/Hot Topics for SVP/Professional writing process/audiences

**Activities:** Review PWP research aids for choosing a topic

Assess which social enterprise business best fits your interests

- Review types of social enterprises
- Discuss pros and cons of group or individual projects.

Writing process

- Drafting, editing, peer review

Break (10 minutes)

Form groups for SVP and discuss mechanics of working together as a group or decide to complete your own project. If you decide to complete your own project, you must discuss this with me for pre-approval.

Provide me with a brief description of SVP topic and group member names.

Assign rhetoric and bullshit reading and memo.

**Week 4 – Thursday, September 22**

**Class 4**

**Due:** *Assignment #4* (Memo on rhetoric and bullshit).

Participation credit

**Topics:** Audiences/ Business correspondence/Rhetoric and bullshit/Concise writing

**Activities:**

Discussion on rhetoric and bullshit

Discuss types of business correspondence (letters, emails, memos, text messages)

- Samples

Review components of a business email (subject line; recipients-cc and bcc, length, tone, grammar).

- Handout

Review concise writing

Break (10 minutes)

Prepare a draft email in class to inform and persuade your boss to pursue your SVP.

Peer review of draft email (handout) to be completed in class, shared with fellow student and turned submitted to instructor.

Assign final business email.

**Week 5 – Thursday, September 29**

**Class 5**

**Due:** *Assignment #5* (Business email and peer review handout).

Worth 5%

Topic: Purpose/ Proposal memo/ Memorandum formats/ Graphic elements

Activities: Discuss business proposals and contents

- Sample formats (tone, purpose, audience)

Graphic elements handout

Break (10 minutes)

Design and draft proposal memo to serve as the foundation for the executive summary of your SVP

Sign-up for conferences on October 13<sup>th</sup> during regular class time.

Assign proposal memo

**Week 6 – Thursday, October 6**

**Class 6**

**Due:** *Assignment #6* (Proposal Memo)

Worth 10%

Topic: Purpose/ Arguments and Counter-Arguments/ Mission Statements

Activities: Moot Court exercise  
Mission statements

- PP presentation

Break (10 minutes)

Meet with your SVP group to exchange Proposal Memoranda and complete peer review worksheets. Draft a statement of your vision for your SVP. This will be the basis for the mission statement in your final project. Include thoughts about how you will measure the success of your mission statement.

Assign second self-reflection due **October 20**

**Week 7 – Thursday, October 13**

**Entire class will be SVP conferences**

A conference sign-up sheet will be provided during class on Sept 29<sup>th</sup>. Note that due to the instructor's travel schedule, conferences may not be during the normal class time.

**Week 8 - Thursday, October 20**

**Class 7**

**\*\*\*Meeting at McKeldin 6107 Lab\*\*\***

**Due:** *Assignment #7* (Second self-reflection).

Worth 5%

Topics: Research tools/ Primary and secondary sources/ Oral presentations/ Communication

Activities: Research your SVP

- Library staff will conduct presentation
- Students will conduct research related to SVP topic

Break (10 minutes)

PowerPoint and slides

Assess your audience

Improvisation and storytelling

Market analysis and plan

Key personnel, financial plan, risk of failure

Anticipate and refute counter arguments

Assign presentations due on October 27 (students/groups will sign up for order of presentation)

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**Week 8 – Thursday, October 27**

**Class 8**

**Due:** *Assignment #8* (Written version of oral presentations).

Worth 10%

Topic: Presentations

Activities: Individuals and groups will make presentations

**Week 9 – Thursday, November 3**

**Class 9**

Topic: Presentations

Activities: Individuals and groups will make presentations  
Discuss and review Summary Report assignment

- Format Handout

Assign summary report on a peer(s) presentation

**Week 10 – Thursday, November 10**

**No Class  
ELMS submission**

**Due:** *Assignment #9* (Summary report of another presentation).

Worth 10%

Class cancelled for individual student conferences. Sign-up sheet available during class on October 27<sup>th</sup> and November 3<sup>rd</sup>.

**Week 11– Thursday, November 17**

**Class 10**

Topic: Business Plan Outline/ Counter arguments/Evidence

Activities: Business Plan Format

- Handout

Identify arguable issues and counter arguments  
How to use evidence

- Quantity
- Quality
- Data

Class discussion regarding current topic (point and counter-point)

Break (10 minutes)

Prepare one counter-argument to your SVP and describe/identify type of evidence needed to refute the counter-argument.

Assign draft of final project (SVP)

