

Introduction to Professional Writing
Writing for a Purpose
JOU 283/ESE 203
Syllabus – Spring 2007

Instructor: Mary Martin Niepold
Section: Journalism 283/ESE 203
Course Time: Tu Thu 9:30 – 10:45 a.m.
Room C3, Tribble

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Texts: *Elder Rage*, Jacqueline Marcell
The Notebook, Nicholas Sparks
Business and Administrative Communication, Kitty O. Locker
Recommended: *A Writer's Reference*, 4th Edition, Diana Hacker

MISSION STATEMENT FOR THIS COURSE

In partnering with a local non-profit organization, this class works as a team to promote change using words, both written and spoken. Its purpose is to match the organization's needs, providing support in the form of website content, advertising and public relations. Our vision is to reach out to the community and inspire action, so that our efforts may have an impact locally, as well as globally.

Course Description

Journalism 283/ESE 203 is a course that provides advanced application of writing skills as actual solutions for a local non-profit organization. Senior Services, which serves adults over the age of 60 in Forsyth County, is the second course partner. Both Journalism and Entrepreneur students will learn specific skills that can be applied to future efforts either in the media or in a business setting, particularly those environments that thrive on problem solving and creative thinking, new ways of creating value and are aligned with community or non-profit initiatives.

Throughout the semester, students will supply written materials needed by Senior Services, including website content, advertising, public relations documents, press releases, blog maintenance and/or other business documents, as required. The course is designed to match your skill to the client's need and provide real-time writing exposure, as well as finished products for your portfolios.

Senior Services' logoline: "Helping Our Elderly Live With Dignity." It provides meals to more than 1,100 seniors each day and ongoing services to the disabled; it also operates programs for home care and a Senior Day Center where 80 seniors come daily. A large component of the course will be understanding the partner agency and the specific needs of the older population, including those with Alzheimers or who are home-bound, and reflecting on how individuals, as well as this class and the partner organization, can create better understanding and solutions to the specific challenges of this population.

One specific need of Senior Services is for this class to write a **series of “portraits”** of remarkable men and women who receive care from this agency. These portraits will be created in a storytelling format and used on the agency’s website as well as in other promotional materials.

Writing will be on-going. Since this course functions as service learning, **journals** will be kept to record your personal reflection about your attitudes and involvement with service, senior citizens and specific needs of older populations. At the end of the semester, you will prepare a personal essay about learning via this course incorporating material from your journal, and the class as a whole will present a report of recommendations to Senior Services. Local and university experts in relevant fields will make presentations to the class throughout the semester. Near the close of the semester, the class will research and select the next partner agency for this course.

Course Expectations

Writing will occur in most class sessions; and individual projects, as well as team projects, will be determined in class. Review of writing fundamentals and research methodologies will be on-going. Use of digital photography will also be incorporated in projects. There will be grading of individual projects throughout the semester. Class participation and team projects will also be graded. Since this class functions as an “agency” for the partner organization, group dynamics and leadership skills are vital and will be evaluated for final grades. Many tasks will rely on team thinking and execution.

Grading

Grading will be for specific copy created for the partner, as well as journal writing, individual essay and a final group proposal to the partner organization:

Individual writing assignments: 50%

Individual project evaluation essay (incorporates Journal): 20%

Group project proposal: 15%

Participation: 15%

You must complete all assignments to pass the class.

92-100	A
83-91	B
73-82	C
72-61	D
60 & below	F

Attendance

The class functions in many ways as a creative department in an advertising/public relations/website agency. Therefore, all projects and individual assignments build on previous work and specific, ongoing research. Much writing in this setting includes brainstorming and input from colleagues. Therefore, attendance is mandatory. You are

allowed three absences. For two absences beyond the limit, your final grade is reduced by one grade. More than that can constitute failure.

Course Outline

(Dates for speakers and topics may change)

Readings

Elder Rage: Read entire book by February 07

Chapters 1-8, weeks 2-4; also Guidelines, pp. 272-310

Chapters 9-16, weeks 5-8; also Guidelines, pp. 272-310

Ongoing Reference: Guidelines, pp. 272-310

Business and Administrative Communication: To be assigned weekly

Ongoing Reference: Appendix B, "Writing Correctly," pp. 630-650

The Notebook Read entire book by Feb. 21

Discussion, Weeks 6-8

Both texts will serve as on-going references throughout the semester.

WEEK 1

Thu, Jan. 17

Introduction/ Course Mission Statement
Course Partner

Week 2

Elder Rage, Chpts. 1-3

Business Communication, Chpt. 2

*Note: p. 61, 70

Tu, Jan. 22

Senior Services Introduction
Patricia Mead, Director of Development

Thu, Jan. 24

Discussion of storybook writing
Attitudes toward the elderly
Writing essentials

Week 3

Elder Rage, Chpts. 4-6

Business Communication, Chpt. 3

Tu, Jan. 29

Class visits Senior Services facilities, Shorefair Dr.

Thu, Jan. 31

Entrepreneurship
Dr. Betsy Gatewood, Dir., Office of
Entrepreneurship and Liberal Arts

Week 4

Elder Rage, Chpts. 7-8

Business Communication, Chpt. 4

Tu, Feb. 05

Service Learning
Nature of this class: former students Goetz &
McLaughlin

Thu, Feb. 07 Mark Anderson, General Manager
Journalnow.com

Week 5

Elder Rage, Chpts. 9, 10, 11

Tu, Feb. 12

Web Marketing

Frank Campion, Sr. VP, Mullen Advertising

Thu, Feb. 14

Positioning, Branding

Frank Campion

Week 6

Elder Rage, Chpts. 12, 13

Business Communication, Chpt. 5

Tu, Feb. 19

Workshop on Journals

Thu, Feb. 21

Workshop on "Portraits"/Writing styles

Workshop on *The Notebook*: two main characters

Assign: Find one effective portrait from
magazine or web; bring to class 2/26

Review: Guidelines, *Elder Rage*, pp. 272-310

Week 7

Elder Rage, Chpts. 14, 15

Tu, Feb. 26

Review/Workshop "Portraits"

Bring in portrait

Thu, Feb. 28

Show: "The Notebook"

Journals due

Week 8

Elder Rage, Chpt. 16

Tu, Mar 04

Show: "The Notebook"

Recap: Attitudes about Elderly

Thu, Mar 06

NO CLASS. Outside Research. Other local non-
profits who might be partners for this class. Written
definition of non-profit organization and three local
preferences, due Mar. 18.

Mid-Term Grades, March 09

SPRING BREAK MARCH 10-14

Week 9

Business Communication, Chpt. 10

*Note: p. 315

Tu, Mar 18

The Nature of Non-Profits

Student reports on other local non-profits

April 17 Individual Evaluation of this Project due
April 24 Group Project Proposal to Senior Services due