

### For Committee Use Only

Course	ECON 320
Date Submitted	07-26-10
Action	Approved
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## Writing Intensive Course Proposal Form

NEIU Writing Intensive Program, Center for Academic Writing  
Ronald Williams Library [www.neiu.edu/~wip](http://www.neiu.edu/~wip)

Beginning with students who newly enroll in Fall 2008, all students must successfully complete a Writing Intensive course within their discipline in order to graduate. Successful completion of ENG 101 or its equivalent with a grade of "C" or better is a prerequisite to enrolling in a Writing Intensive course. Writing Intensive courses must be NEIU courses.

Writing Intensive courses:

- Are 200-level or 300-level courses offered relatively early in the major
- Must be a minimum of 3 credit hours
- Have an absolute maximum of 25 students so that the instructor can devote a great deal of time to provide feedback on early drafts of written work
- Meet the Writing Intensive Guidelines (see p. 3 or <http://www.neiu.edu/~wip> for the guidelines)

Departments and programs have several options for implementing Writing Intensive courses:

- Create a new course to add to the list of requirements for the major\*
- Modify an existing course\*
- Choose to offer one course that students must use to fulfill the Writing Intensive requirement or allow students to choose one of several courses that can be used to fulfill the Writing Intensive requirement
- Work with faculty in a group of departments/programs to develop a Writing Intensive course that can be used by all their majors
- Consult with the Writing Intensive Faculty Advisory Committee (WIFAC) if they wish to propose alternative ways of providing Writing Intensive courses for their majors

**\*Note:** Departments and programs that choose to create a new required course or modify an existing course that was not previously required will need to propose a change in the major program and submit the program change through the appropriate governing bodies.

Support for designing Writing Intensive courses, preparing the course proposal documents, and/or designing and implementing writing assignments is available through the Center for Academic Writing. The sources listed below can also provide guidance in designing Writing Intensive courses.

Bean, J. C. (2001). *Engaging ideas: The professors' guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

Gottschalk, K., & Hjortshoj, K. (2004). *The elements of teaching writing: A resource for instructors in all disciplines*. Boston: Bedford / St. Martin's.

Please contact Kate Hahn at x4490 or [mk-hahn@neiu.edu](mailto:mk-hahn@neiu.edu) with any questions or visit <http://www.neiu.edu/~wip> for more information.

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## Writing Intensive Course Proposal Form

### INSTRUCTIONS

The following need to be submitted electronically to WIFAC at [mk-hahn@neiu.edu](mailto:mk-hahn@neiu.edu) for each course that is proposed:

- Writing Intensive Course Proposal Form
  - Available at <http://www.neiu.edu/~wip>
- Proposed Course Syllabus
- Curricular Proposal Transmission Form
- FCAA Course Proposal Checklist (and any necessary documents, e.g. proposal rationale)

Please use the "Save As" function to save this document with the Subject and Course Number of the proposed course as the document name (for example, PSYC202.doc). Provide the information requested on the following pages.

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Subject: ECON

Course #: 320

New Course       Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Non-Profit Management

Course Title: WIP:Non-Profit Management, Administration and Communications

Average Weekly Contact Hours: 2.5

Discussion       Independent Study  
 Field Experience       Student Teaching  
 Lecture       Hybrid/Online

Course Description (100 words max; for catalog): This course is designed to prepare students for careers in the non-profit world and to introduce the principles of effective professional communications. Students will be required to volunteer a minimum of two (2) hours per week with a non-profit organization and to produce weekly correspondence related to the internship. The course will be taught as a hybrid course and utilize online, topic specific discussions.

## WI GUIDELINES

Complete the chart below by showing how the proposed course meets each of the WI Guidelines. Please make a reference to where in the proposed syllabus this information can also be found. **Refer to the complete guidelines and notes below for more information.** Contact the CAW and/or see Bean (2001) and Gottschalk and Hjortshoj (2004) for help designing a WI course (full references at the bottom of page 1).

### 1. The writing activities should be an integral part of the course and should be designed so that students will receive **active instruction in disciplinary writing.**

This course is designed to provide students with basic management and administration skills for success in the public and non-profit sector. Through weekly writing exercises and lectures, readings from three (3) required texts and online discussion boards students will receive active instruction in writing.

#### Required Texts:

- (1) Guffey, Mary E. Business Communications 6th edition. Cengage. 2009.
- (2) McCloskey, Deidre. Economical Writing 2nd edition. Waveland Press, Inc. 1999.
- (3) Geever, Jane C. Guide to Proposal Writing, Foundation Center. New York. 2007.

Weeks 1,4 and 7 Assignment and Readings (see Syllabus page 2 for more detail):

Week 1: Guffey, Mary Ellen Business Communications: Ch. 4:

Lecture: The Writing Process: Analyze, Anticipate and Adapt.

Week 4: McCloskey, Economical Writing: Pages 1-69.

In class assignment resumes and cover letters; informational interviews.

Lecture: Writing in the discipline.

Week 7: (1) Guffey: Ch. 13: (2) Geever: Proposal Writing: Pages 1-20.

Lecture: Long Correspondence: Formal Reports, Proposals and RFP's.

2. Students will write the **equivalent of at least 15 pages of graded assignments** over the course of the semester.

**NOTE:** See *Guideline 4* for more specific information about these graded assignments.

Pre-entry Communications Projects: Three (3) letters 1-2 pages in length. Students will revise and submit each letter up to three times before a final grade is assigned. Types of correspondence include: emails, thank you letters, letters requesting interviews.

Short Form Correspondence: Four (4) letters 1-2 pages in length. Students will revise and submit each letter up to two times before a final grade is assigned. Purpose is to assist students in honing their skills for short correspondence including: letters with negative/positive messages, persuasive letters (print and email) and letters of inquiry (page 3 of Syllabus).

Funding Proposal: (12-15 pages). During the course, students will research, develop and prepare a professional quality proposal for funding for the non-profit agency where they are conducting their internships.

See Syllabus page 3 for more details.

3. Each Writing Intensive course will require **multiple types of writing**. Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, case studies, lab reports, creative writing, problem-solving, or computer programming, as well as other forms of course-related writing.

Journal Writing: Each student will be required to keep an online journal on Blackboard and post to the journal at least once a week during the first five weeks of class, and at least three (3) substantive posts during the internship period weeks 7-15.

Short Form Correspondence: Students will hone their skills for writing short correspondence including proper format and etiquette for both print and electronic versions of memos, letters of inquiry, persuasive communications. (See Syllabus page 3 for more details)

Long Form Report Writing: During the course, students will research, develop and prepare a professional quality proposal for funding. (See Syllabus page 3 for more details)

4. The graded assignments, consisting of multiple types of writing, will constitute a significant portion (**at least 50 percent**) of the final grade for the course; the grade on each assignment will reflect effective and correct written expression as well as knowledge of content.

**NOTE:** *As such, in-class exams and quizzes will not apply toward the 15-page requirement unless effective and correct written expression are explicitly considered in determining the grade.*

See Syllabus (page 3) under "Evaluation" for more detail:

- a) Pre-entry Communications Projects x3      18%
- b) Short Form Correspondence x 4            22%
- c) Final Funding Proposal                    20%

5. On some graded assignments, students will be provided an **opportunity to produce multiple drafts**, in order to learn that writing is a process as well as a tool for invention and discovery. Students will get feedback from the instructor on those early drafts of written work before the grade is assigned.

For more detail see Course Objectives 1, 2 and 4 on page four (4) of the Syllabus.

Students will be required to demonstrate proficiency in the preparation of the following forms of short correspondence: (note: students will submit for revision each of the following up to three (3) times before a grade is assigned): emails (proper etiquette and formatting), thank you letters, letters requesting interviews, letters with negative and positive messages, persuasive letters, letters of inquiry to prospective funders, memos (print and electronic). Students will also have an opportunity to submit drafts of the funding proposal for feedback throughout the course .

6. Each Writing Intensive course will also provide an opportunity for students to engage in **ungraded assignments**, such as writing-to-learn activities, in order to practice writing and also to become actively engaged in processing the information that is presented in class or in a textbook. Informal journal writing is another useful means of developing students' critical thinking skills.

**NOTE:** *Ungraded writing activities might include in-class minute papers, muddy point papers, brief reflections on what students have learned in the class period, or brief explorations of questions students have about a topic. Although some of these assignments and activities may receive completion points, some must be truly ungraded, and not contribute to a student's course grade in any way. Contact the CAW if you would like more information on designing and implementing these kinds of writing-to-learn activities.*

Each student will be required to participate in an online discussion, journaling their experiences related to the class, securing an internship and volunteer activities with the non-profit agency. These are non-graded assignments, however, students will be expected to post to the board weekly. The journal entries will not be graded, but the student will be evaluated as to whether they participated in the online discussion on a weekly basis (check or no check).

## **SAMPLE WRITING ASSIGNMENTS**

Include here at least two sample writing assignments: one formal, graded assignment and one informal, ungraded assignment/activity. For each assignment:

- Provide the information that will be given to students when the assignment or activity is given,
  - Clearly describe how each assignment or activity will be evaluated and/or responded to, and
  - Indicate how each sample assignment or activity is connected to course objectives or learning outcomes.
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## **FORMAL, GRADED WRITING ASSIGNMENT**

Student Writing Assignment Sheet (paste into the gray box below the handout given to students)

ASSIGNMENT SHEET:

J. WARD

Proposal for Funding

320-01- Non Profit Management, Administration and Communications

Fall 2010

### Task

Assume that you have been hired as the Fund Development Manager for your non-profit agency. You are to research funding sources and select a private or government foundation which has previously funded projects similar to the one that you are proposing. Your funding appeal will require you to thoroughly research your topic and prepare a well researched and documented problem statement/needs assessment; specific objectives for the program as well as; methods to carry out the proposed programs.

### Audience

Private or government foundation that has funded similar projects in the past. The foundation receives hundreds of unsolicited proposals each quarter, so your appeal should be concise and provide a compelling argument as to how this project serves the “greater good.”

### Purpose

The purpose of this assignment is to provide students with the following:

- Marketable skills that can be applied in both the non-profit and public sectors including “grantsmanship” skills.
- Experience responding to "requests for proposals" for funding.
- Practice writing long reports for diverse audiences.
- An opportunity to apply economic analysis to a real world situation.

### Due Dates

Proposed Project approved [Week 9]

Outline [Week 13 ]

Written Proposal [Week 15]

## Oral Presentation [Weeks 15 and 16]

### Format

Please double space and use 12 font Arial type. Include "Works Cited" page. Document sources using either APA or MLA format. Use at least three (3) sources other than the textbook. The final proposal should be 12-15 pages in length and follow the format presented in class, including a detail itemized budget.

Oral presentation should be at least 10 but no more than 15 minutes long.

Evaluation Criteria: (See attached rubric, page 9)

No late assignments will be accepted. A missed oral presentation will result in an incomplete grade.

Other Information: Please contact me by email at [j-ward4@neiu.edu](mailto:j-ward4@neiu.edu)

Please answer the following questions regarding this sample writing assignment:

**1. How will this writing assignment be evaluated and/or responded to?**

Please see the rubric attached here on page 9. Students will be given the rubric at the beginning of the semester. Students will be allowed to submit drafts of each section throughout the term for feedback (ungraded) as to direction and format.

**2. How is this writing assignment connected to course objectives or learning outcomes?**

This assignment is directly related "Learning Outcomes" listed on page 5 the Syllabus.

- Be able to respond to a Request for Proposal (RFP) from a public or private foundation.
- Prepare a well planned, well organized and well constructed long report both individually and collaboratively.

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## INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

Paste into the gray box below handout for the writing assignment/activity or describe the writing assignment/activity.

You are required to participate in a weekly online discussion on Blackboard, journaling your experiences related to the class, as well as your thoughts and experiences during your volunteer assignment at the non-profit agency. These are informal assignments (non-graded), however I will check to see that you post to the board weekly during weeks 1-6 and at least three times per week once we switch to a hybrid format beginning week 7 and ending week 14. The posts should be substantive (at least 100 words per post).

The discussion board will also provide a forum for you to ask specific technical questions related to the management and administration issues at your agency as well as general questions related to non-profit organizations.

Please answer the following questions regarding this sample writing assignment/activity:

**1. How will this ungraded writing assignment/activity be responded to or used by the instructor?**

The instructor will moderate the weekly posts and offer technical feedback when requested. Otherwise, these posts will be used to respond to questions and gently guide the student through the internship experience. These are non-graded assignments, however I will use these as a means of checking in with students during their internships to help them stay focused and on track.

**2. How is this ungraded writing assignment/activity connected to course objectives or learning outcomes?**

The journal posts to Blackboard provides students with an opportunity to process information, refine ideas and to develop "students' critical thinking skills". This assignment is directly related to the "Learning Outcomes" (on page 5 of the syllabus).

- Have a working knowledge of management and administration issues facing non-profits.

## RUBRIC FOR GRADING FINAL PROPOSAL

### **Introduction (15%)**

- Exemplary (15 points)  
An exemplary introduction clearly describes the applicant agency and its qualifications for funding (credibility). It clearly establishes who is applying for funds describes agency purposes and goals. It clearly describes clients/constituents; provides evidence of accomplishment and offers statistics to support accomplishment and qualifications.
- Accomplished (10-14 points)  
An accomplished introduction describes the applicant agency, its qualifications for funding (credibility) establishes who is applying for funds, but may omit or barely reference the agency's purposes and goals. It provides sufficient information about clients/constituents; provides some evidence of accomplishment and offers some statistics to support accomplishment and qualifications.
- Developing (9 or less points)  
A developing introduction attempts to describe the applicant agency and its qualifications for funding (credibility). It does not clearly establish who is applying for funds and/or describe the agency's purposes and goals. It provides no information about clients/constituents; nor evidence of accomplishments and/or qualifications.

### **Problem Statement / Needs Assessment (15%)**

- Exemplary (15 points)  
An exemplary problem statement/needs assessment draws a clear relationship between the client's needs and the purposes and goals of the organization. The stated problem is of reasonable dimensions, provides well documented statistical evidence and is supported by statements from authorities. The problem is clearly stated in terms of client's needs and problems, and is free of jargon.
- Accomplished (10-14 points)  
An accomplished problem statement/needs assessment relates to the purposes and goals of the organization. The stated problem is of reasonable dimensions for the organization and is supported by some statistical evidence and/or supported by statements from authorities. The problem is stated in terms of client's needs/problems, and is generally free of jargon.
- Developing (9 or less points)  
A developing problem statement/needs assessment states the problem but does not clearly explain how it is related to the organization's purposes and goals. The stated problem is of reasonable dimensions for the organization but is not supported by sufficient statistical evidence or statements from authorities. The problem is not stated in terms of the client's needs and problems and/or is filled with jargon.

### **Program Objectives (15%)**

- Exemplary (15 points)  
An exemplary program objective clearly describes the outcomes of the grant in measurable terms. It clearly identifies at least one objective for each problem committed to in the problem statement. Each objective fully answers the questions "Who? Will do what? By when?"
- Accomplished (10-14 points)  
An accomplished program objective provides some description of the outcomes of the grant in mostly measurable terms. It identifies at least one objective for the problems committed to in the problem statement and addresses at least two out of three questions, "Who? Will do what? By when?"
- Developing (9 or less points)  
A developing program objective does not provide measurable outcomes for the grant, or the objectives are not clearly related to the problems identified in the problem statement. A developing objective might also fail to fully answer the questions "Who? Will do what? By when?"

### Methods (15%)

- Exemplary (15 points)  
Exemplary methods clearly describe the activities to be conducted to achieve the desired objectives. Methods flow naturally from the problems and objectives and clearly state the reasons for the selection of activities. Clients, client selection and staffing of the program are clearly described in detail. An exemplary method will also clearly describe and present a reasonable scope of activities that can be conducted within the time and resources of the program.
- Accomplished (10-14 points)  
Accomplished methods clearly describe the activities to be conducted to achieve the desired objectives but does not clearly flow from the problems and objectives and/or does not clearly state the reasons for the selection of activities. Either the clients, client selection and/or staffing of the program are not fully described. The method is described but may not be of a reasonable scope of activities that can be conducted within the time and resources of the program.
- Developing (9 or less points)  
Developing methods do not clearly describe the activities to be conducted to achieve the desired objectives. There is no clear connection or flow between the methods and problems or objectives and/or the applicant does not clearly state the reasons for the selection of activities. Clients, client selection and staffing of the program are not described in any detail. Proposed methods are not of reasonable scope of activities that can be conducted within the time and resources of the program.

### Budget (15%)

- Exemplary (15 points)  
An exemplary budget clearly delineates costs to be met by the funding. It is detailed and includes all project costs that will be incurred at the time. An exemplary budget contains no unexplained amounts for miscellaneous or contingency. Details are provided for fringe benefits, separate from salaries, as well as all non-personnel costs. The budget has been researched and well designed to perform the tasks described in the narrative.
- Accomplished (10-14 points)  
An accomplished budget delineates most but not all costs to be met by the funding. It is detailed and includes all project costs that will be incurred at the time. An accomplished budget may contain one or two unexplained amounts for miscellaneous or contingency. However, clear details are provided for fringe benefits, separate from salaries as well as all non-personnel costs. The budget is adequate to perform the tasks described in the narrative.
- Developing (9 or less points)  
A developing budget does not delineate all costs to be met by the funding and/or may not include all project costs that will be incurred. A developing budget may list unexplained amounts for miscellaneous or contingency and/or does not provide details for fringe benefits, separate from salaries and/or non-personnel costs. Budget is not sufficiently researched and is inadequate to perform the tasks described in the narrative.

### Written Expression & Mechanics (25%)

- Exemplary (15 points)  
An exemplary proposal is well organized and developed and reads easily with excellent transitions between ideas. Sentences are clear, reflect a high “readability” index, and are free from grammatical and/or mechanical errors.

- Accomplished (10-14 points)  
An accomplished proposal reads well but there are some issues with organization, development and/or transitions between ideas. Sentences are clear but the “readability” index ranges from medium to high. Some grammatical and/or mechanical errors.
- Developing (9 or less points)  
A developing proposal is difficult to read in spots; poorly organized and developed and has problems with transitions between ideas. Sentences fall at the low end of the “readability” index. There are excessive grammatical and/or mechanical errors.

**Other Required Elements:** Proposal should include all elements of complete proposal package including: Cover letter; List of Board of Directors and; resumes of personnel.

	<b>Beginning 0-point</b>	<b>Developing 9 or less points</b>	<b>Accomplished 12 points</b>	<b>Exemplary 15 points</b>	<b>Weight %</b>
<b>Introduction</b>					
<b>Problem statement/Needs Assessment</b>					
<b>Program Objectives</b>					
<b>Methods</b>					
<b>Budget</b>					
<b>Written Expression and Mechanics</b>					

Other Required Elements

	Yes = 5 points No = 0 points
Cover letter	
List of Board of Directors	
Resumes of Personnel	