UF IN CAPE TOWN

WRITING FOR CHANGE THROUGH NONPROFITS | SUMMER A

COLLEGE INFORMATION

College of Liberal Arts & Sciences
University Writing Program
Courses are taught by UF faculty

PROGRAM

This program will help students understand how public communication affects community issues such as health, social and educational advocacy and outreach, public policy, and environmental sustainability. Students learn about the history of South Africa (apartheid's effects on society, education, property, and the economy) and then partner with non-profit organizations to identify how social forces affect current community issues. Through socially-driven assignments, students will learn how to write and research for public audiences - advancing their communication skills by working in real world settings.
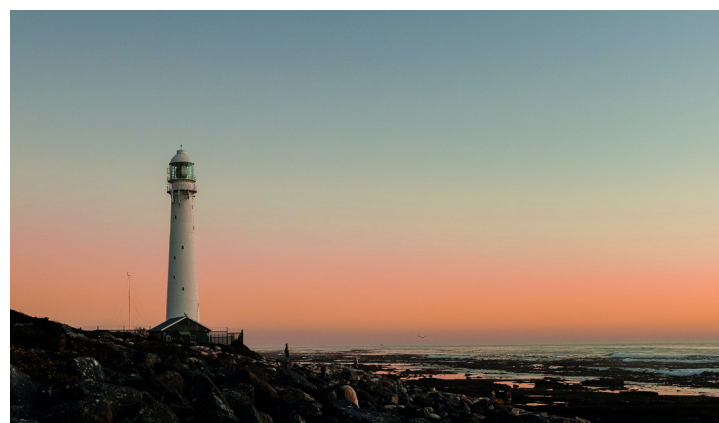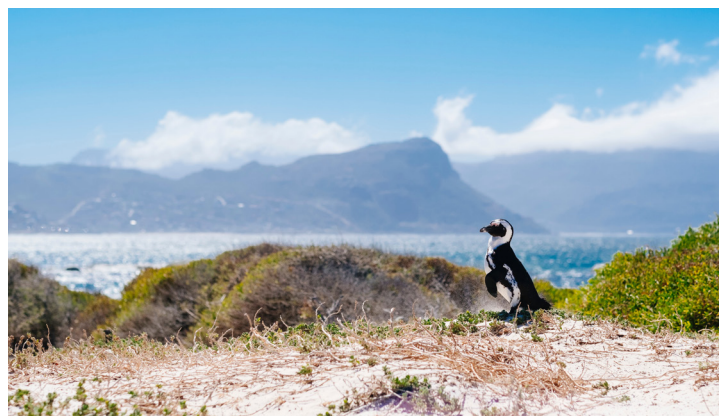
LOCATION

Cape Town, the legislative capital of South Africa, is a diverse, dynamic, modern city. Home to many African cultures, the area was settled by Europeans in the 1600s and has become fondly known as the Mother City. The city boasts the majestic Table Mountain flanked by several other mountains peaks and the ocean, thus providing a scenic backdrop that will leave you in awe.

EXCURSIONS

Program excursions include visits to the District Six Museum, the resort town of Hermanus, Table Mountain, local vineyards, an overnight safari experience at Aquila Private Game Reserve, Cape Point Ostrich Farm, Boulder penguin colony, and Robben Island.

HOUSING

Students will stay in shared apartments for the duration of the program.

LEARN MORE OR APPLY

UFIC Website
internationalcenter.ufl.edu

Application Deadline
Feb. 1 2023

COURSE INFORMATION

ENC 3254: Writing for Change through Nonprofits (3 credits)
ENC 4930: Power, Policy, & Protest (3 credits)

Total Number of Credits Offered: 6 UF GPA

WRITING FOR CHANGE THROUGH NONPROFITS
SUMMER A

ELIGIBILITY REQUIREMENTS

– Open to all majors
– Minimum 2.5 GPA
– Must be in good standing
– Must have a brief, informal interview with the program director

PRICING

Undergraduate Program Fee: $5,800-$6,800

A $425 nonrefundable deposit toward the total cost of the program is due at the time of application. The remaining fees are due no later than 45 days prior to departure. If you receive financial aid, you can defer payment until it disburses. Deferment decisions will be based on the amount of aid to be received.

WHAT'S INCLUDED

Tuition, housing (kitchen & wifi), transportation for the airport and for excursions, excursions and entrance fees, some group dinners, international health insurance, and emergency medical assistance.

WHAT'S NOT INCLUDED

Round-trip airfare, most meals, and additional personal travel and expenses

FINANCIAL AID

Most financial aid that you would receive on campus can be applied toward the cost of this program. However, all financial aid eligibility is determined by Student Financial Aid & Scholarships.

SCHOLARSHIPS

UFIC offers many study abroad scholarships, with various eligibility criteria. The Summer 2023 scholarship deadline is February 9, 2023. Apply on our website!

UF | International Center
UNIVERSITY *of* FLORIDA

1765 Stadium Road | Suite 170 HUB
PO Box 113225 | Gainesville, FL 32611
p: (352) 273-1539 | f: (352) 392-5575

@ufstudyabroad
@UFStudyAbroadServices
globalgator.wordpress.com

Program Directors

Dr. Andréa Caloiaro
agcaloia@ufl.edu | 407-791-3138
Dr. Angela Walther
walther@ufl.edu | 352-846-1138

UF ABROAD
INTERNATIONAL CENTER
UNIVERSITY OF FLORIDA

Surface Travel/transfers: Private transportation to all listed group related functions and excursions.

Please refer to the itinerary on the next page.

Accommodations and meals: Twin rooms at self-catered Garden Center Apartments will be provided. Wi-Fi dongle with 100 Gigabytes total data per dongle included for each apartment (two participants per dongle). Additional gigabytes are on the participants own account. A private one-bedroom apartment will be provided for each faculty member in the same location.

Tentative Program Itinerary:
dates and schedule subject to availability upon receipt of enrollment and deposits

DAY	MEALS	DESCRIPTION
DAY 1 *Mon, May 22*	(-/-/-)	● Arrive in Cape Town / transfer to accommodations ● Health & Safety Orientation ● Guided City Tour
DAY 2 *Tue, May 23*	(-/-/D)	● UF Class Session (9:00-11:30) ● Meet with **News 24**, an English-language online news publication owned by Media24, South Africa's leading media company. ● Group Welcome Dinner
DAY 3 *Wed, May 24*	(-/-/-)	● UF Class Session (9:00-11:30)
DAY 4 *Thu, May 25*	(-/-/-)	● Initial meeting with NPO ● Take the cable up to **Table Mountain** for breathtaking views of the Mother City.
DAY 6 *Fri, May 26*	(-/-/-)	● UF Class Session (9:00-11:30) ● Attend a workshop on inclusive leadership with the **Institute for Justice and Reconciliation**. The institute helps to build fair, inclusive and democratic societies in Africa. It contributes to post-conflict stability, good governance and human security through programs that promote political reconciliation and social and economic justice across Africa.
DAY 7 *Sat, May 27*	(-/-/-)	● Soak in the sights along **Chapmans Peak Drive**, which winds its way between Noordhoek and Hout Bay on the Atlantic Coast. Continue along down the southernmost tip of Cape Town with visits to **Cape Point Nature Reserve**, and **Boulder Penguin Colony.**
DAY 8 *Sun, May 28*	(-/-/-)	● Free day to explore Cape Town
DAY 9 *Mon, May 29*	(-/-/D)	● UF Class Session (9:00-11:30) ● Visit **Robben Island Prison**, where Africa's political prisoners, including former President Nelson Mandela, were kept during the colonial and Apartheid years of South Africa. ● **Dinner with Lionel Davis,** a former political prisoner who served several years alongside Nelson Mandela on Robben Island. Lionel tells the story of how he and his colleagues ended up on the island and you will have a rare insider's look at life in the prison. Lionel shares about his interactions with other political prisoners who served time for their involvement in anti-apartheid government efforts and his journey since leaving the island.
DAY 10 *Tue, May 30*	(-/-/-)	● Onsite with NPO - morning (8:30/9:00-13:00)
DAY 11 *Wed, May 31*	(-/-/-)	● UF Class Session (9:00-11:30) ● Visit the **District Six Museum**, which houses an impressive collection of old street signs, photographs, and stories of District Six, most of which were donated and told by former residents.
DAY 12 *Thu, Jun 1*	(-/-/-)	● Onsite with NPO - morning (8:30/9:00-13:00)

DAY 13 *Fri, Jun 2*	(-/-/-)	● UF Class Session (9:00-11:30)
DAY 14 *Sat, Jun 3*	(-/-/-)	● Visit the Stellenbosch region, South Africa's premiere wine producing area, packed with excellent wines, great meals, and breathtaking vistas. To include a chocolate tasting; wine tasting on own account.
DAY 15 *Sun, Jun 4*	(-/-/-)	● Free day to explore Cape Town
DAY 16 *Mon, Jun 5*	(-/-/D*)	● UF Class Session (9:00-11:30) ● **Cape Malay Cooking Experience** with Jasmina, a local Cape Malay woman residing in Bo-Kaap. She will guide you through a step-by-step process of making traditional Cape Malay dishes that are loved by locals in the community. Try your hand at mixing the right amount of spices and perfectly folding a samosa. At the end, you'll sit down and enjoy your 3-course home cooked meal together (Group 1*)
DAY 17 *Tue, Jun 6*	(-/-/-)	● Onsite with NPO - morning (8:30/9:00-13:00)
DAY 18 *Wed, Jun 7*	(-/-/D*)	● UF Class Session (9:00-11:30) ● Cape Malay Cooking Class (Group 2*)
DAY 19 *Thu, Jun 8*	(-/-/-)	● Onsite with NPO - full day (8:30/9:00-16:00)
DAY 20 *Fri, Jun 9*	(-/-/-)	● Class Session (9:00-11:30)
DAY 21 *Sat, Jun 10*	(-/-/-)	● Visit **Rhodes Memorial**, which lies within Table Mountain National Park, and take in the stunning views of Cape Town and, on a clear day, the Helderberg and Hottentots Holland Mountain range. Later, spend the afternoon at the beautiful **Kirstenbosch Botanical Gardens**, located on the lower slopes of Table Mountain.
DAY 22 *Sun, Jun 11*	(-/-/-)	● Free day to explore Cape Town
DAY 23 *Mon, Jun 12*	(-/-/-)	● UF Class Session (9:00-11:30) ● Site visit to the **Sustainability Institute**, a non-profit trust working towards social justice through education. It's a learning lab that experiments with socio-technical innovations to bring about a socially and ecologically just future. Some of the areas in which the institute experiments are food systems, optimal resource flows, transformative learning from birth, and sustainability technologies including solar systems, water systems, and eco-design.
DAY 24 *Tue, Jun 13*	(-/-/-)	● Onsite with NPO - morning (8:30/9:00-13:00)
DAY 25 *Wed, Jun 14*	(-/L/-)	● UF Class Session (9:00-11:30) ● **Dialogue with Student Activists.** A unique opportunity to engage with South African student activists on matters relating to being a student in South Africa and matters related to higher education, as well as some of the challenges concerning South Africa in general with the added benefit of it being peer-to-peer dialogue.
DAY 26 *Thu, Jun 15*	(-/-/-)	● Onsite with NPO - full day (8:30/9:00-16:00)

DAY 27 *Fri, Jun 16*	(-/-/-)	● UF Class Session (9:00-11:30)
DAY 28 *Sat, Jun 17*	(-/-/-)	● Free day to explore Cape Town
DAY 29 *Sun, Jun 18*	(-/-/-)	● Free day to explore Cape Town
DAY 30 *Mon, Jun 19*	(-/-/-)	● UF Class Session (9:00-11:30)
DAY 31 *Tue, Jun 20*	(-/-/-)	● Onsite with NPO - morning (8:30/9:00-13:00)
DAY 32 *Wed, Jun 21*	(-/-/-)	● UF Class Session (9:00-11:30)
DAY 33 *Thu, Jun 22*	(-/-/-)	● Onsite with NPO - full day (8:30/9:00-16:00)
DAY 34 *Fri, Jun 23*	(-/-/-)	● Class Session (9:00-11:30) ● (Final Presentations)
DAY 35 *Sat, Jun 24*	(-/-/D)	● Free day ● Group farewell dinner and Djembe drumming at **GOLD Restaurant**. A typical evening at GOLD starts off with an interactive drum circle, a traditional hand washing ceremony, then participants are led on a culinary adventure through Africa.
DAY 36 *Sun, Jun 25*	(-/-/-)	● Airport transfers / Depart for home

POTENTIAL NPO'S

Baphumelele
The vision of Baphumelele is to provide a temporary shelter for vulnerable/orphaned children and young adults with chronic diseases and HIV/Aids, and to provide skills development for the unemployed, early childhood care, alleviation of poverty, and healthcare information to the community in Khayelitsha and surroundings, so that the lives of everyone we touch can become more productive and accepted individuals who make a difference within society. Over the years, Baphumelele has developed into a thriving community project. In addition to a Children's Home and Educare Center, Baphumelele has expanded to include the Adult Respite Care Center, Child Respite Center, Hospice in the Home, Child Headed Households, Fountain of Hope and Rosie's Bakery/Sewing Project.

YMCA, Athlone
In partnership with the Western Cape Department of Health, the Athlone YMCA gives Community Home based care to persons with terminal illness, chronic illness, mental and physical disabilities in the Athlone Health District. Beneficiaries are clients of all ages and using a holistic approach (physical, spiritual and social needs), the care given is to restore and maintain the individual's maximum level of comfort, function and health including care towards a dignified death.

Thembalitsha
The Thembalitsha Foundation, a registered Non-Profit Company with a vision to "restore hope and develop people to a point of self-reliance", was established in Stellenbosch in 1997. Now they successfully run multiple sustainable projects focused on providing education, health and training to vulnerable communities in the Western and Eastern Cape. Participant placements will be allocated depending on the needs of projects and matching participants' skills. Participants will be able to learn from, and serve alongside, the Thembalitsha employees gaining valuable intercultural and professional skills while also growing as global citizens.

Guerrilla House and Sprightly Seeds
Sprightly Seeds is an organization that focuses on meeting the basic needs of children by catering to their basic food security and nutritional needs. The Sprightly Seeds organization is currently working with Guerilla House to develop the grounds on a school in order to support both the school and the community. The development of these grounds encompasses the topics of urban farming, permaculture, growing food for both the community and school and providing a green space for learners. Guerrilla House is a shared learning platform for the experimentation and pursuit of regenerative technologies. It is an organic training space where practical urban permaculture skills are learned through a focus on organic food garden design and implementation, water harvesting, soil building, animal systems, mushroom cultivation, grey water systems, alternative building technologies, and waste regeneration, all within the urban context and all under the ethics of earth care, people care and surplus share. The framework is permaculture. The context is urban. The purpose is to make permaculture training affordable and accessible in order to get communities practically equipped to be able to design and implement a way to collective sustainability.

Philisa Abafazi
Philisa Abafazi means "heal our woman" and services the community of Lavender Hill addressing challenges such as unemployment, gender based violence and abuse. The mission of the organization is to advocate for the rights of women and children by educating women around human rights and through economic empowerment and skills training. Philisa Abafazi also provides a safe space and support for women and children who are victims of sexual, domestic and family violence.

Course Syllabus ENC 3254: Writing for Change through Nonprofits: Cape Town, South Africa

Study Abroad, Summer A

Andréa Caloiaro, PhD

Email: agcaloia@ufl.edu

Phone: 407-791-3138

Course description

This writing course immerses students in the work of NPOs in Cape Town, South Africa, teaching them to write for NPOs in real-world contexts. Students will choose or be assigned to NPOs which include social justice, education and health outreach, and environment and sustainability (a list of partnering NPOs are provided by our program provider, CIS Abroad, and listed below). Students learn to compose some or all of the following documents: a Special Interest Article or Feature Story, a Position Paper and media campaign, and a Grant Proposal.

Throughout the program, students will work with their organization to compose written and digital documents according to what their organization needs - their work will be dictated by the NPO and be offered to be used by the organization. To contextualize their work with NPOs within the complexities of Cape Town's past and present, students will also visit sites and attend guest lectures to learn about the history of racial inequality and governmental policies on issues related to city planning, labor, and economic development. They will also visit physical sites related to their NPOs' work – like water standpipe locations, desalination plants, eco parks, and educational and medical outreach centers – to better understand the social, physical, and political landscapes of South Africa wherein their organizations seek to actuate constructive change. These activities will enable students to see how nonprofit writing should be grounded in being a part of an organization and in understanding how an organization's environment determine its mission and aims.

As part of their participation with their NPOs during onsite work, students will learn research writing techniques for NPO genres including interviewing and journalistic methods. Students will also compose informal journals over the semester and a self-reflective e-portfolio to build a professional profile.

Assignments (1,000 points total)

1. **Feature Story** (800 words, 200 points)
   Students work with their NPO to write a feature story about that NPO to disseminate locally and internationally.

   OPTIONS: The instructor will inform whether you'll write in groups or independently.

2. **Grant Proposal** (3,000 words, 300 points)
   Students will work to obtain grant funding for their organization by drafting a standard grant proposal, including the following: Cover letter, Full Grant, Letter of request to donor.

   Students will present their Proposals in the context of their work with NPOs (100 points)

   OPTIONS:
   - Student groups will write part or all of a grant and its supporting documents with the guidance of their NPO for a specific grant.
   - Student groups will draft the boilerplate content of a grant draft and its supporting documents for the NPO to use for grants.

3. **Self-reflective e-portfolio (one portfolio applicable to both courses)** (400 words, 100 points)
   Students showcase how their NPOs work and writing has shaped their discipline-specific experiences, intercultural competencies, and global communication skills – with the objective of communicating their professionalization.

4. **Fieldnotes and Journal entries (applicable to both courses)** (minimum of 2 per week; minimum of 1,800 words total, 200 points)
   Formal and informal documentation of educational, cultural, and onsite work experiences, useful for the projects above.

5. **Attendance and participation (applicable to both courses)** (100 points)
   Sustained record of active participation in onsite NPO work, during learning experiences, and in class. Constructive input into class discussions, peer reviews, conferences, and during learning experiences.

Additional assignments

Position Paper (1,500 words, 250 points)
   Students work with their NPO to write a position paper which advocates for their organization's program and aims, and which provides evidence-based strategies for implementing or improving solutions.

Grading guide

A (4.0) 94-100%	distinguished; exceptional performance in all aspects of the course
A- (3.7) 90-93%	excellent performance, exceptional in most aspects of the course
B+ (3.3) 87-89%	very good; meritorious work; exceptional performance in several aspects of the course; notably above average expected of students
B (3.0) 83-85%	good; sound performance in all aspects of a course; fulfilling and satisfying most of the requirements of the course
C (2.0)	passing; marginal work, acceptable, sound performance in some aspects of the course, but below the level of expected competence in some areas
E (0.0)	failure; not evidencing significant grasp of subject matter or techniques; failure remains on record even if course is repeated and the original grade still affects the cumulative average

How this course works

This is an active, experiential learning course. We will be learning together, from each other, and from the NPOs and the communities they serve. Whether we are in class or you're on the NPO's worksite, you will always be absorbing and processing new information that will inform your ideas and understandings of the world and your writing projects. Consider yourself responsible *to* all of us as a class and *with* all of the partners and communities you'll be working with, in terms of how you learn, assist, and write in this course.

Required Readings and Course Content

All required readings will be made available through Canvas and will be posted at least 1 week in advance of the date on which they will be covered. The instructor will also post lecture or presentation information for each class at least 24 hours prior to that class. Class resources, announcements, updates, and assignments will also be made available through Canvas, so please check this site frequently: (Canvas site linked here).

General Education Objectives and Learning Outcomes

This course confers General Education credit for Composition (C). Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to your instructor for feedback before final submission and fulfill 6,000 of the university's 24,000-word writing requirement. Course content should include multiple forms of

effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

In Writing for Change through Nonprofits, these objectives will be met in a variety of ways. Each major writing assignment, such as the Proposal, Position Paper, and Feature Story constitutes a particular form of writing that requires a different writing style, approach, and format. Assignments like the Position Paper and Grant Proposal require students to develop complex arguments, establishing a claim and providing effective evidence. The central claims in the Position Paper and the Grant Proposal are as follows, respectively: that an NPO's scope, agenda, and aims are worth advocating for, worth taking action on, or worth participating in; and that for targeted stakeholders, an NPO is worth funding. All writing assignments will be generated from methods germane to that genre, cite primary and secondary data, and draw from scholarly, non-scholarly, and archival sources. All writing will be peer reviewed and revised in one-on-one conferences with the instructor.

These general education objectives will be accomplished through the following learning objectives:

Program Learning Objectives

- Compose professional documents with a global focus.
- Write about how service-learning requires the input and direction of local institutions.
- Communicate, work, and learn from NPOs and residents to compose documents for targeted audiences and stakeholders.

Course Learning Objectives

- Learn to draft NPO genres including a special interest article or feature story, a position paper and media campaign, and a grant proposal.
- Analyze media and produce public-facing documents for diverse audiences.
- Produce work in a variety of accessible formats, including written documents, and audio/video according to an organization's needs.
- Design rhetorically compelling multimedia content across writing platforms.
- Work for NPOs to understand their organizational communication and how their efforts respond to the social and political contexts of race, city planning, labor, and economics.
- Visit sites like water standpipe locations, desalination plants, eco parks, and educational and medical outreach centers wherein NPOs work, in order to obtain empirical data or fieldwork on the physical, social, and political landscapes of South Africa wherein organizations seek to actuate constructive change.

Intercultural LOs:

Through students' engagement with NPOs and the communities these organizations reach, we want students to:

- Be able to compare the sociopolitical, economic, and infrastructural successes and challenges of South Africa and Cape town with those of their home country.
- Think critically about sustainable service-learning practices.
- Reflect on race and identity, and on the concept of privilege – not just within the location we're in, but according to students' place and presence in that location as study abroad students.
- Build professional negotiation skills in a global setting.

In ENC 3254, students will learn to:
- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

Note: **A minimum grade of C is required for general education credit. A grade of C or better must be obtained to achieve the C (Composition) 6,000 word writing credit for this course.** The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher and papers must meet minimum word requirements totaling 6000 words. Note that a C- or lower is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades

http://www.isis.ufl.edu/minusgrades.html

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

1. **Content**: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline*. Students will acquire a basic knowledge of how and why NPOs function in Cape Town, South Africa, so that they can write documents for and about NPOs. Students will be evaluated based on their direct work with NPOs, interviewing members, and reading and discussing scholarship on the work and writing of NPOs and on global service-learning. Students will be evaluated on how well their written documents reflect the genres, methods, and writing skills taught.

   Achievement of this learning outcome will be assessed through in-class assignments, the Feature Story, Position Paper, Grant Proposal, journal writing, and the e-portfolio. The major writing assignments' rubrics will assess content knowledge.

2. **Communication**: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline*. Students will participate in class discussions throughout the semester to reflect on the NPO work, assigned readings, and excursions, cultural activities, and guest lectures they experience.

   Achievement of this learning outcome will be assessed through student discussions during class time. At the end of the semester, students will also present their Grant Proposal in the context of their work with their NPO, and will also compose a media campaign for the NPOs, and an e-portfolio for their own professionalization focused on intercultural competence to be shared with future program applicants.

3. **Critical Thinking**: *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems*. Students are required to work for an NPO in order for them to take part in and-or identify how their NPO could best meet its aims. Students will interview NPO personnel and the members of the communities served. Others' perspectives will be evaluated alongside diverse published writing and media. Students will discuss their own perspectives and those of others during class discussion and in their journal writing.

   Achievement of this learning outcome will be assessed by in-class discussion, the Feature Story, Position Paper, Grant Proposal, journal writing, and the e-portfolio.

Course requirements and policies

Paper Grading

In writing, the quality of ideas and the clarity of content are intertwined. The one cannot be fully separated from the other. However, for grading purposes, the rubric below allows for scoring in specific areas:

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

The grade you receive on formal written work is the sum of the points you got in each area. (Point values at each letter grade level vary depending on total point value of assignment). Written comments on your papers add detail to and help to explain the numerical score you receive in each of the areas.

Attendance

If you miss more than two classes, your achievement and grade could be seriously compromised. This course requires attendance in every session, as there is a great deal of experiential and hands-on work. Please discuss any special situations with the instructor. If you miss two classes (both courses included) you can be sent home from the program.

There will be no make-up work available for missed in-class assignments for unexcused absences. If you have an officially documented excuse that forces you to miss class (medical emergency), please contact the instructor to discuss optional out-of-class assignments you can complete for additional points as soon as possible.

This course abides by UF's excused absences policy, which reads as follows: "In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved."

Plagiarism

Student conduct at the University of Florida is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous

3. Submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

4. Submitting materials from any source without proper attribution

5. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Part of the submission requirements for each assignment is to upload the assignment, ensure that it opens properly and is completely viewable, and also to check the Turn It In score; this score should be as low as possible.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. Students commit plagiarism when they present the ideas or words of someone else as their own.

Using an assignment or part of an assignment from any other class or another student is considered plagiarism (your assignments will be run through anti-plagiarism sites).

Important tip: Never copy and paste something from the Internet without providing the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she may receive a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.

Assignment submission

All assignments must be uploaded to Canvas. **Students have not completed an assignment submission until they have verified that the assignment uploaded properly, by either opening the file or double-checking that it's viewable. For written assignments, students must also check Turn It In scores for originality**.

Late or incomplete work

It is important to turn in all assignments on or before their Canvas due dates. Late or incomplete work may be subjected to receiving the grade of zero. Request to submit late work will be assessed on a case by case basis, according to the student's record of performance and rapport with the instructor. To be excused from submitting work or taking an exam at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

Students with disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure

as early as possible in the semester.

Course evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Class demeanor

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

University honesty policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Counseling and Wellness Center
Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio enables all University of Florida students to become better writers by offering one on one, in-person or online revision sessions with a tutor. Visit the writing studio online to make an appointment at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall.

UF COVID in-person course policy:

1. For face to face courses a statement informing students of COVID related practices such as:

   We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and

requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
    - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

Power, Policy Protest: Writing with Non-Profits in Cape Town, South Africa

Summer Study Abroad

Enrollment: 25-35

Upper-division writing course with a Workplace Writing emphasis

Course description

"Power, Policy, and Protest" emphasizes place-based writing, digital communication, and media activism. Media outlets have dubbed South Africa a "protest capital of the world." From Anti-Apartheid strikes to climate crisis rallies, the streets of South Africa have flooded with protesters trying to use public communication tools to raise awareness and instigate policy change. But protests are not merely confined to the streets. Digital technologies enable activists and policymakers alike to publish information and gain national and international attention. Working on the ground in Cape Town, this course will investigate the organizational structures and cultural context of social issues, from non-profit initiatives and party politics to hashtag activism and social media campaigns. Students will have the opportunity to work with local non-profits and public leaders to study how social movements communicate and then compose their own multimodal texts for public media outlets.

This writing course teaches students to write for real-world contexts by immersing students in the history, daily life, and communication media of Cape Town, South Africa. Students begin by analyzing how protest and policy have shaped communication in South Africa - examining issues such as "Rhodes must Fall" and the numerous protests associated with refugees, climate crisis, racial inequality, violence against women, varsity fees, municipal services etc. Then students will choose a set of interrelated issues (water, energy, education, health, labor, economic or racial inequality, and related policies) and evaluate how a specific location or group in South Africa is affected, as well as how interest groups (NGOs/NPOs) formulate constructive change. Finally, students will partner with an NPO to design digital media for the specific organization, information the students will also feature on their own websites. The goal of the course is to extend the work students are already doing in their majors and to build a foundation for work in professional communities.

Throughout the program, students will work with a local non-profit organization (NPO) to compose written and digital documents according to what their organization needs. Through on-site analysis, students will interview members of the community, trace the rhetorical effectiveness of protest movements, create public education resources, and publish a portfolio of digital media projects that speak to both local and global issues. The portfolio will include documents shaped by specific NGO interests - digital media posts, informative videos, educational brochures, and even podcasts.

To contextualize their work with NPOs within the complexities of Cape Town's past and present, students will visit sites and attend guest lectures to learn about the history of racial inequality and governmental policies related to education, climate change, labor, and economic development. They will also visit physical sites throughout the Western Cape – sites such as water standpipe locations, refugee centers, museums, and educational and medical outreach centers – to better understand the social, physical, and political landscapes of South Africa where their NPOs seek to create change.

As part of their participation with their NPOs during onsite work, students will learn digital design methods, ethnographic writing techniques, and professional writing skills including research, analysis, interviewing and journalistic methods. Students will also compose self-reflective journals over the semester and a design a promotional website to build a professional profile.

Program Learning Objectives

- Compose professional documents with a global focus.
- Write about how service-learning requires the input and direction of local institutions.
- Communicate, analyze, and collect data from NPOs and residents to compose documents for targeted audiences and stakeholders.

ENC 4930 Course Learning Objectives

- Analyze and compose with new modes of reading and writing in digital environments
- Collaborate with NPOs and members of a community to refine professional communication skills and develop rhetorically persuasive media for diverse audiences
- Present a researched critique and analysis of a social movement or protest moment in South Africa
- Produce public-facing work in a variety of accessible formats, including written documents, and audio/video according to an organization's needs.
- Visit worksites and historic sites to interview stakeholders about NPO work and the history of social and governmental actions on race, environmental issues, refugees, labor, and economics.
- Visit sites like water standpipe locations, refugee centers, museums, and educational and medical outreach centers to analyze the physical, social, and political landscapes of South Africa, and evaluate how organizations use communication platforms to instigate change.

Key Readings for Course Content
All required readings will be made available through Canvas. Class resources, announcements, updates, and assignments will also be made available through Canvas, so please check our site frequently.

Intercultural LOs:

Through students' engagement with NPOs and the communities these organizations reach, we want students to:

- Be able to compare the sociopolitical, economic, and infrastructural successes and challenges of South Africa and Cape town with those of their home country.
- Think critically about sustainable service-learning practices.
- Reflect on race and identity, and on the concept of privilege – not just within the location we're in, but according to students' place and presence in that location as study abroad students.
- Build professional communication and negotiation skills in a global setting.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

1. **Content**: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline*. Students will acquire a basic knowledge of how and why NPOs function in Cape Town, South Africa, so that they can write documents for and about NPOs. Students will be evaluated based on their direct work with NPOs, interviewing members, and reading and discussing scholarship on the work and writing of NPOs and on global service-learning. Students will be evaluated on how well their written documents reflect the genres, methods, and writing skills taught.

2. **Communication**: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline*. Students will participate in class discussions throughout the semester to reflect on the NPO work, assigned readings, and excursions, cultural activities, and guest lectures they experience.

3. **Critical Thinking**: *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems*. Students are required to work for an NPO in order for them to take part in and-or identify how their NPO could best meet its aims. Students will interview NPO personnel and the members of the communities served. Others' perspectives will be evaluated alongside diverse published writing and media. Students will discuss their own perspectives and those of others during class discussion and in their journal writing.

How this course works

This is an active, experiential learning course. Since our course works to analyze, model, and make different kinds of texts, we will use class time to examine communication tools, learn platforms, and workshop ideas. We will also use class time to workshop major assignments and multimodal projects. Sometimes these workshops will occur in our classroom and sometimes we will partner with NPOs or participate in educational events around Cape Town. We will be learning together, from each other, and from the NPOs and the communities they serve. Whether we are in class or you're on the NPO's worksite, you will always be absorbing and processing new information that will inform your ideas and understandings of the world and your writing projects. Consider yourself responsible *to* all of us as a class and *with* all of the partners and communities you'll be working with, in terms of how you learn, assist, and write in this course.

Assignments (1,000 points total)

Lecture Series: Group Presentations- 250 points

Students will work with their peers to read a scholarly article about a protest moment or movement in Cape Town. With their group members, students will read their assigned article, research other related protest materials, rhetorically analyze them, and then create a mini 10-12 minute lecture that educates the rest of the class on their assigned article and protest materials.

- Writing Goals: Rhetorical Analysis – Research, Make a Claim, Provide evidence

Lecture Series Discussion Post: Preparation-200 points

Students will work with their group members to summarize and analyze their assigned articles. Students will be required to read their assigned articles and then respond to discussion questions about their article with their group members.

- Writing Goals: Summary and Analysis & Collaborative Interpretation

NPO Social Media Campaign & Presentation- 350 points

Students will work with their non-profit organization to design digital media best suited to the organization's needs. The goal is to extend the work the non-profit is already doing while educating the public about current issues in the community. Thus, students will work with their NPOs to research issues, develop content, design media, and compose key deliverables (PSAs, posters, media campaigns, white papers, informative videos, podcasts, infographics). Students are responsible for drafting a proposal, storyboarding designs, choosing the specific media form, and creating all content. Students will then present their NPO social media campaigns to the class.
- Writing Goals: Writing to Inform and Persuade – Collaborate, Propose, Design, Compose, Deliver

Participation- 200 points

Applicable to both courses: sustained record of active participation in onsite NPO work, during learning experiences, and in class. Constructive input into class discussions, peer reviews, conferences, and during learning experiences.

Course schedule
The course schedule is **tentative**. The syllabus on Canvas supersedes the print document. Readings should be completed by the day on which they are listed.

NOTE: a list of NPOs provided by CIS Abroad appears at the end of this syllabus. Please look ahead to see which NPO aligns with your educational goals and-or individual interests.

Grading guide

A (4.0) 94-100%	distinguished; exceptional performance in all aspects of the course
A- (3.7) 90-93%	excellent performance, exceptional in most aspects of the course
B+ (3.3) 87-89%	very good; meritorious work; exceptional performance in several aspects of the course; notably above average expected of students
B (3.0) 83-85%	good; sound performance in all aspects of a course; fulfilling and satisfying most of the requirements of the course
C (2.0)	passing; marginal work, acceptable, sound performance in some aspects of the course, but below the level of expected competence in some areas
E (0.0)	failure; not evidencing significant grasp of subject matter or techniques; failure remains on record even if course is repeated and the original grade still affects the cumulative average

Class Schedule

Please consult the Master Syllabus as well as the Unit Pages on Canvas for the full course schedule

COURSE POLICIES AND PROCEDURES

Attendance and participation

If you miss more than two classes, your achievement and grade could be seriously compromised. This course requires attendance in every session, as there is a great deal of experiential and hands-on work. Please discuss any special situations with the instructor. If you miss two classes (both courses included) you can be sent home from the program.

There will be no make-up work available for missed in-class assignments for unexcused absences. If you have an officially documented excuse that forces you to miss class (medical emergency), please contact the instructor to discuss optional out-of-class assignments you can complete for additional points as soon as possible.

This course abides by UF's excused absences policy, which reads as follows: "In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved."

Be nice

Our class requires participation in many forms, including discussion and debate. Our class is also filled with different people with different options and perspectives. Please, speak up, question, investigate, and respectfully debate. But remember that part of being a good communicator is trying to listen and understand diverse points of view. Talk, listen, learn, and be nice. You have an opportunity to grow both your knowledge and your character in this course.

Equity in the Classroom

I support equity in the classroom and am happy to help you find resources on campus or the community to help create a positive, productive learning environment at the University of Florida and while in South Africa. Please let me know if you have questions or would like to chat.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Participation

Computers, tablets, and phones are allowed and very useful; however, any unauthorized or inappropriate use of electronic devices (i.e., texting, browsing) will be noted. Please pay attention, participate, and engage the unique experience of studying abroad.

Since so much of professional writing is collaborative, participation is a crucial part of the class. Students are expected to work with their peers in a professional manner designed to support the success of the groups.

Academic honesty

Student conduct at the University of Florida is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism

Student conduct at the University of Florida is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous

3. Submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

4. Submitting materials from any source without proper attribution

5. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Part of the submission requirements for each assignment is to upload the assignment, ensure that it opens properly and is completely viewable, and also to check the Turn It In score; this score should be as low as possible.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. Students commit plagiarism when they present the ideas or words of someone else as their own.

Using an assignment or part of an assignment from any other class or another student is considered plagiarism (your assignments will be run through anti-plagiarism sites).

Important tip: Never copy and paste something from the Internet without providing the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she may receive a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.

Important tip: Never copy and paste something from the Internet without providing the exact location and citation information for the source.

Assignment submission guidelines

Most assignments will be turned in as files online via Canvas. Students must ensure two things: 1. An assignment is uploaded on time, and they must check that the assignment is viewable and is the correct version of the assignment; 2. They must check their Turn It In score to ensure that the assignment isn't plagiarized. Failing to verify that the assignment is the correct version can result in a grade deduction or a zero grade for that assignment.

Course evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Students with disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course requirements and policies

Paper Grading

In writing, the quality of ideas and the clarity of content are intertwined. The one cannot be fully separated from the other. However, for grading purposes, the rubric below allows for scoring in specific areas:

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.

ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

The grade you receive on formal written work is the sum of the points you got in each area. (Point values at each letter grade level vary depending on total point value of assignment). Written comments on your papers add detail to and help to explain the numerical score you receive in each of the areas.

NPOs provided by CIS AbroadBaphumelele: The vision of Baphumelele is to provide a temporary shelter for

Course schedule for both courses

The course schedule is **tentative**. The syllabus on Canvas supersedes the print document. Readings should be completed by the day on which they are listed.

	Classroom Instruction		
Day	**Writing for Change**	**Protest, Power, Politics**	<mark>Assignments DUE</mark>
Monday May, 15	Morning Class: Course overview - assignments, policies, expectations Canvas Reading: 1. Dept. of Statistics South Africa, "An overview of the NPO sector in South Africa"	Morning Class: Course overview - assignments, policies, expectations 1. Watch Redistribution & Recognition	
Tuesday May, 16	Morning Class: Canvas Reading: 1. Trialogue, "How Covid-19 is reshaping the NPO sector" 2. Dept of Stats South Africa: "How NPOs stay alive": http://www.statssa.gov.za/?p=9607 3. NPO registering and funding: https://www.westerncape.gov.za/service/non-profit-organisations-registration-and-funding		
Wednesday May, 17	Morning Class: In-Class: Dr. Leedy Lecture- survey of history, politics, & culture		
Thursday May, 18th	Morning Class: 1. Complete Asynchronous Assignment		
Friday May, 19th	Travel Day		
Saturday May, 20th	Travel Day		

Sunday May, 21st	Travel Day		
Monday May, 22nd			
Tuesday May, 23rd	Morning Class: **Introduce assignment: The Feature Story** Canvas reading: "How to Write a Compelling Alumni, Donor, or Patient Profile Story" For HW: you'll be assigned on of the following articles: 1. Patel, "Developmental Social Policy, Social Welfare Services and the Non-profit Sector in South Africa" 2. Smith-Tolken and Bitzer, "Reciprocal and scholarly service learning: emergent theoretical understandings of the university–community interface in South Africa";	Morning Class: 1. Watch "Waking Stellenbosch" documentary 2. In-class: Dr. Montoa's language session	<mark>**Asynchronous Assignment DUE**</mark>
Wednesday, May 24th	Morning Class: Canvas PPT: Introduction to the Special Interest Article Rhetorical Context and Reader-Focused Writing	Morning Class: 1. Read Paolo Friere's "Pedagogy of the Oppressed" 2. In-class: Dr. Mantoa's language session	
Thursday, May 25th			
Friday, May 26th	Morning Class: **Introduce assignment: The Grant Proposal** Canvas PPT: Imagery, Accessible Sentences, and Common Knowledge Class Activity: Imagery, Sentence Structure, and Common Knowledge in the Feature Story	Morning Class: 1. Dr. Mantoa's language session	

Saturday, May 27th			
Sunday, May 28th			
Monday, May 29th	Morning Class: group presentations		**Lecture Series 1: Groups 1, 2, & 3**
Tuesday, May 30th			
Wednesday, May 31st	Morning Class: Sample Grant Grant Proposal - full grant example and template example Canvas PPT: Strategies for Writing the Special Interest Article Introduction to Grant Writing		
Thursday, June 1st	Morning Class: group presentations		**Lecture Series 2 Groups 4, 5, & 6**
Friday, June 2nd			
Saturday, June 3rd			
Sunday, June 4th			
Monday, June 5th	Morning Class: Sample Feature Stories - group discussion and present on strengths and weaknesses of each: Article Assignments:	Morning Class: Read "Writing in Global Contexts: Composing Usable Texts for Audiences from Different Cultures" Read:	

	Group 1--Special Interest Article from Gainesville Sun Group 2--Home Magazine (Links to an external site.) Group 3--Repurpose Project website Grant templates		
Tuesday, June 6th	Morning Class: In-class mock peer review: Sample Student-Level Feature Story/ Special Interest Article	Morning Class: Read "Multimodal Design and Social Advocacy" Jiang and Tham	
Wednesday, June 7th	Morning Class: Peer review drafts of Feature Stories	Morning Class: Read Jaso Markins "Toward a More Disruptive Approach to Design"	
Thursday, June 8th			
Friday, June 9th			
Saturday, June 10th			
Sunday, June 11th			
Monday, June 12th	Morning Class: Faculty-Student Conferences - Show NPO draft Proposal content	Morning Class: Faculty-Student Conferences	
Tuesday, June 13th	Morning Class: Faculty-Student Conferences - Review NPO draft Proposal content	Morning Class:Faculty-Student Conferences	
Wednesday, June 14th			
Thursday, June 15th			

Friday, June 16th			
Saturday, June 17th			
Sunday, June 18th			
Monday, June 19th	Morning Class: Workshop: Grant Cover Letters	Morning Class: Watch Zeynep Tufecki's TedTalk	
Tuesday, June 20th	Morning Class: Workshop: Grant-seeking letter to private donors	Morning Class: Peer Review media campaigns	
Wednesday, June 21st	Morning Class: Faculty-Student Conferences - Review Grant Cover Letter content OR Letter to private donor	Morning Class: Faculty-Student Conferences	
Thursday, June 22nd			
Friday, June 23rd	Morning Class: Final Presentations	Morning Class: Final Presentations	
Saturday, June 24th	Morning Class: Final Presentations	Morning Class: Final Presentations	
Sunday, June 25th	Airport transfers- last day		