

Fall 2014

ENC 4931 Grant Writing

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ENC 4931 Selected Topics in Technical and Professional Writing: Grant Writing
Fall 2014
University of South Florida

Instructor: Johanna Phelps-Hillen

Course Location: CPR 121

Course Time: M/W 12:30-1:45PM

Office Location: CPR 312

Section: ENC 4931

Office Hours: Office hours are by appointment, but I am typically in my office 9-10AM M/W.

Course Description

This course introduces students to genres associated with resource development. Throughout the semester, students, working in groups, will write on behalf of their nonprofit partner organization. They will learn about their partner's organization via in person meetings, observation, serving with, drafting, and submitting a grant proposal. Students will learn and develop an understanding of: the discovery of appropriate grant-making organizations, utilizing technology to facilitate resource development, assessing long-term and short-term strategic initiatives to engage with grant-making organizations, and grant writing. As Karsh and Fox aptly note, however, "we often use the term 'grant writing' as a term in common usage, strictly speaking, [for] one doesn't write *grants*, one writes *proposals* in order to *win* grant; grants are a reward for excellent proposal writing (xiii)."

This course will also provide an overview of best practices in service-learning in technical and professional communication to compliment the work done on behalf of students' partners. This course is not merely about proposal writing; instead, it spans the work done to research, develop, and write proposals; none of this work is done in a vacuum. Therefore, a great deal of this course is about interpersonal communication in groups and with nonprofit partners, as teams develop strong proposals for open calls for proposals.

Pre-requisites

ENC 3213, ENC 2210, or ENC 3310. This course is not an introductory technical communication course. Writing and verbal proficiencies are required.

Course Objectives:

- **Demonstrate** an increased understanding of civic responsibility and community engagement in technical and professional writing genres, as well as a more general understanding of one's own civic knowledge, skills, and values.
- **Collaborate** effectively as a member of a multi-disciplinary writing team
- **Develop** a familiarity with current social cultural contexts in resource development
- **Compose** professional/technical documents for multiple audiences and specific purposes with current technologies

Course Outcomes:

- **Locate and discuss** ethical issues in the field
- **Apply and evaluate** ethical considerations to real professional scenarios
- **Develop** professional/technical documents with a clear awareness of ethics
- **Demonstrate** amiable and productive collaboration in team projects

- **Assemble** relevant research in order to **recommend** an evidence-based solution
- **Identify** genres, organizational strategies, and appropriate tone and style
- **Illustrate and analyze** audience while **creating** various professional/technical documents with a sophisticated awareness of audience as reader and a s writer
- **Demonstrate** engagement in a process to solve and increase awareness of some civic problem, collaboratively work across and within community contexts and structures
- **Demonstrate** an understanding of the world that recognizes the need for civic engagement.
- **Demonstrate** a sense of efficacy as well as respect for diversity, justice, and equity
- **Apply** facts and theories from areas of academic study to civic engagement

Required Texts

- Johnson-Sheehan, Richard. *Writing Proposals*. 2nd Edition. 2008. ISBN: 978-0-205-58314-0
- Karsh, E. and Fox, A. S. *The Only Grant Writing Book You'll Ever Need*. 4th edition, 2014. ISBN: 978-0-465-05893-8
- Wolfe, Joanna. *Team Writing: A Guide to Working in Groups*. 2010. ISBN: 978-0-312-56582-4
- Selected readings from outside texts posted to Canvas.

Major Projects and Assignments

Assignments	Weight
<p>Weekly Blogs [weeks 1-13]</p> <p><i>Students must post 10 short (300 word) blogs during the course of the semester. These blogs serve a synthesis and reflection on the week's readings, experiences, and writing efforts. Blogs should convey both comprehension of all readings and their relatedness to each other and previous texts; additionally students should address how the readings impacted their specific proposal writing endeavors. Towards the end of the semester, these posts should speak more directly to writing efforts on behalf of community partners, with consideration of past reading if space allows. These blogs should be clear, concise, well-informed, and cited in APA.</i></p>	20%
<p>In Class Participation and Attendance</p> <p><i>This grade is determined in collaboration with your community partner and your group members. Community partners and peers will evaluate your work in this course.</i></p>	10%
<p>Group & Partnership Development, and Project Contract [Weeks 1-3]</p> <p><i>Based on a worksheet to be completed the first day of class, students will be placed in groups. Groups will then select a nonprofit partner with which to work. Each student is responsible for the following deliverables:</i></p> <ul style="list-style-type: none"> • MOU • Informed Consent • Intake/initial Interview w/ nonprofit • One page summary of Wolfe's <i>Team Writing</i>, bullet points allowed for specific information you find particularly pertinent to this course/group work 	10%

<p>CFP Research</p> <p><i>Groups will do research to find specific funding streams for a pre-determined project and need, as well as one for their specific nonprofit. The outcomes of the first portion of this research will be delivered in class to the City of Tampa Grants Manager. Deliverables include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Group Memo re: Findings • Group Work Peer Assessment • In-Class Presentation • Notes from Group Meetings 	10%
<p>Grant Proposal Development [Weeks 4-10]</p> <p><i>Then, in consideration of the proposal requirements, students will collaborate with their NPO to gather and synthesize data to tell a compelling story about why the NPO requires and deserves funding. This development process requires the following deliverables:</i></p> <ul style="list-style-type: none"> • Selection of CFP(s) to which the group plans to respond (requires approval of instructor) • Group Meeting Notes • Group Work Peer Evaluations • Memo: Observations re: Nonprofit Partner • Research Memo • Discrete Component Drafts- either group developed or individually • One full rough draft 	30%
<p>Final Grant Proposal</p> <p>(Graded based on rubric; grade <i>not</i> based on whether funding is secured)</p> <p><i>The final proposal must be submitted in the following formats:</i></p> <ul style="list-style-type: none"> • Via CANVAS to instructor • Via email to the nonprofit partner, with the instructor CC'd on the email • In hard copy to the instructor • In hard copy to partner • Formally submitted to grant-making organization for consideration <p><i>Grade is based on the proposal itself and the manifestation of application requirements in writing. Proposals should have, at minimum, a narrative, budget, description of leadership/oversight, and determined outcomes with measurement criteria. Even if these components are not specifically required, they should be included.</i></p>	20%

Grading

Letter grades, including plus and minus grades, will be converted to points according to the Grade Point Average grading system, as follows:

A (94–100) 4.00	C (74–76.9) 2.00
A– (90–93.9) 3.67	C– (70–73.9) 1.67
B+ (87–89.9) 3.33	D+ (67–69.9) 1.33
B (84–86.9) 3.00	D (64–66.9) 1.00
B– (80–83.9) 2.67	D– (60–63.9) 0.67
C+ (77–79.9) 2.33	F (59.4 and below)

Attendance

Please alert me in advance regarding documented absences based on the following:

- Court Imposed Legal Obligations (Jury Duty, court subpoena, etc.)
- Military Duty
- Religious Holy Days
- Ongoing Medical Conditions. Note: In addition, students facing extenuating circumstances, such as a debilitating illness or injury (physical or mental) that inhibits him/her from attending class or completing assignments, must work with the appropriate on-campus organization, which will then act as a liaison on behalf of the student and help the instructor determine appropriate action. These organizations include the Center for Victim Advocacy & Violence Prevention, Students with Disabilities Services, and Students of Concern Assistance Team (SOCAT).
- USF Athletics' Participation: Note: Any student who intends to miss class because he or she is participating in a schedule USF athletics' event is expected to present a schedule of such participating events to his or her instructor by the third week of the semester if he or she intends to be absent for a class or an announced examination.

Remember that being physically present does not necessarily indicate mental "presence." I reserve the right to count any student absent who is not engaged with the class (i.e. sleeping, texting, or not paying attention). Students should come to class and prepared, which means that readings and assignments should be completed with great care. In addition, your conduct in class and with your community partner, affects your grade.

Students are granted two absences. After the second absence, each subsequent absence will cause the loss of one letter grade from the student's final course average. Therefore, missing more than five classes will guarantee a failing grade in this course.

Accommodations

Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services to arrange appropriate accommodations. Students are encouraged to meet with the instructor during the first week of class to discuss accommodations (see Student Responsibilities: <http://www.asasd.usf.edu>) and are required to give reasonable notice prior to requesting an accommodation. As accommodations are NOT retroactive, any grades earned before a student requests accommodations will stand. Each student must bring a current *Memorandum of Accommodations* from the Office of Student Disability Services that is prerequisite for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks' notice. All course documents are available in alternate format if requested in the students' *Memorandum of Accommodations* (see faculty responsibilities: <http://www.asasd.usf.edu/faculty.asp>)

The SDS can be an excellent resource for students with disabilities: <http://www.sds.usf.edu/>

Policy for Late and Missed Work

Late work is not accepted.

Incomplete Grade Policy

The grade of “I” (Incomplete) will be given for only very compelling reasons. Assigning a student the grade of “I” for ENC 1101 or II must be approved by the instructor and the Director of Composition. For more information, refer to the USF Undergraduate Catalog’s “I” Grade Policy:

<http://www.ugs.usf.edu/catalogs/catdl.htm>.

Technology Requirement

From Web-based assignments, email communication with the instructors, Canvas, this course requires consistent access to the Internet, word processing, and a printer. Not having access to a computer will not be an acceptable excuse for not having checked the syllabus for homework or not having checked your USF email address. Outside of our face-to-face meetings, I will communicate with you largely via the Canvas messaging function or your USF email.

Grade Grievance Policy

The English Department, like other departments at USF, follows USF’s Grievance Procedures: www.sa.usf.edu/dean/docs/USF_handbook.pdf#page=14.

Student Conduct Policy

A positive learning environment is important for students and instructors. In this classroom, we observe common classroom courtesies. Note also that your conduct during times outside of the classroom, as a representative of USF, is both observed and assessed. As a representative of USF, be sure to consider carefully your rhetorical position while visiting or serving at your community partner’s site.

Disruption of Academic Process

According to university policy, disruption of academic process is defined as the act or words of a student in a classroom or teaching environment, which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful, or abusive interruptions of lecture, exam, or academic discussions, or (b) presents a danger to the health, safety, or well-being of the faculty member or student. Consequences for disruption of academic process will depend on the seriousness of the disruption. Please see the Disruption of Academic Process policy at

<http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf#page=13>

Plagiarism and Academic Honesty

Plagiarism and academic dishonesty will not be tolerated in this classroom. Refer to the academic honesty information in the undergraduate catalog here:

<http://ugs.usf.edu/catalogs/1314/pdf/AcademicIntegrityOfStudents.pdf> . This link is an extension of this syllabus, and as such is a binding understanding. Students who violate USF’s academic honest policies will fail, or receive an FF, in this course.

Emergency Plans

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to Canvas, Skype, e-mail messaging and/or an alternate schedule. It’s the responsibility of the student to check for communication from their instructor and / or the university.

Important Resources for Students

Students with Disabilities Responsibilities: <http://www.asasd.usf.edu/>

USF Counseling Center: <http://usfweb2.usf.edu/counsel/>

USF Advocacy Program: <http://www.sa.usf.edu/ADVOCACY/page.asp?id=72>

The Writing Studio: <http://www.lib.usf.edu/writing/>

Please check your USF email regularly, as well as Canvas. Changes to the readings and/or scheduled class activities and due dates will be announced both verbally in class and via USF communication. The instructor reserves the right to edit or modify this document within reason to insure learning outcomes are met.

ENC 4931: Selected Topics- Grant Writing
Detailed Reading Schedule, Fall 2014

Day/Date	Read by/for Class Today
M, August 25	
W, August 27	<i>Proposal Writing</i> , Chapter 1 “How Can Technical Communicators Fit in to Contemporary Organizations?” Henry
M, September 1	No Class
W, September 3	<i>Proposal Writing</i> , Chapter 2 <i>Proposal Writing</i> , Chapter 3
M, September 8	
W, September 10	<i>Team Writing</i> (all)
M, September 15	Intro & Part I (pp xi-118), <i>The Only GW Book</i>
W, September 17	<i>Proposal Writing</i> , Chapter 4 “Whole Cloth Cities”
M, September 22	<i>Proposal Writing</i> , Chapter 5
W, September 24	No Class
M, September 29	<i>Proposal Writing</i> , Chapter 6 “Writing for Corporations/Writing for the Government”
W, October 1	<i>Proposal Writing</i> , Chapter 7
M, October 6	<i>Proposal Writing</i> , Chapter 8 “Getting Your Research Together/How to Research and Interview”
W, October 8	
M, October 13	Part II (pp 119-242), <i>The Only GW Book</i>
W, October 15	<i>Proposal Writing</i> , Chapter 9
M, October 20	<i>Proposal Writing</i> , Chapter 10 Selections from Bowdon and Blake Scott, Chapter 7
W, October 22	<i>Proposal Writing</i> , Chapter 11
M, October 27	<i>Proposal Writing</i> , Chapter 12
W, October 29	
M, November 3	
W, November 5	“The Marriage Proposal”
M, November 10	
W, November 12	
M, November 17	Part III (pp 271-288), <i>The Only GW Book</i>
W, November 19	Tips for Proofreading”
M, November 24	“How to Circulate Copy for Approval”
W, November 26	No Class
M, December 1	Selections from Bowdon and Blake Scott, Chapter 9

Subject to change. Please check your email regularly.