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English 4321.001 Grant Writing Spring Semester 2011

Texts

Carlson, Mim. *Winning Grants Step by Step*. 3rd Edition
Karsch, Ellen and Arlen Sue Fox. *The Only Grant-Writing Book You'll Ever Need*. 3rd Edition.
Data storage device (thumb drive, external hard drive, stone tablet and chisel, etc.)

Course Description and Tentative Syllabus

Catalog description: Introduces students to the grant writing process and provides them with experience writing actual grant applications on behalf of local non-profit organizations.

My description:

English 4321 is an intense seminar intended to teach you the Grant Writing process and to provide you with actual experience writing real, submitted-to-funding-agency grants. The ability to write grants is a highly marketable skill, especially in today's political climate, which finds governments withdrawing support from education and health care, resulting in an increased need for non-profit groups to find additional financial support. In the seminar, students will learn the basics of grant writing, including needs assessment, identifying potential funding sources, creating goals, and identifying assessment plans. A large group project will involve the entire class in the creation of a significant grant proposal on behalf of a local community service or government agency, and, later in the semester, each student will write a smaller grant for a local agency. A student who completes this course will know how to write a grant and will be able to list actual grant writing experience on her or his resume.

Student Learning Outcomes (SLOs)

Upon completion of this course, students will:

1. Demonstrate an understanding of the grant writing process.

2. Create two ready to submit grant applications on behalf of a local non profit agency.

The Grant Writing Process

This class will examine and will give you practice with the *process* through which grant proposals are written. Elements of this process include learning:

- What various types of granting agencies exist
- What types of grants are available
- Who can apply for which grants
- How to help an organization identify and document its needs
- How to write an effective grant proposal
- How to create clear goals and objectives
- How to develop means for an agency to evaluate itself--so the granting agency can be sure its money is well spent
- How to address the issue of "sustainability"--what happens when the grant money runs out
- How to appeal to the very specific audience of granting agencies
- How to insure all elements of a grant proposal are met
- How to format your grant proposal so it meets the funding agency's specifications
- How to work in a grant writing team
- How to work both with funding agencies and with local non-profit or other agencies which need grants
- How to ask LOTS of questions when you don't know the answer
- Grant-related research techniques
- What to do if your proposal is funded
- What to do if your proposal isn't funded

Grades

Your grade will consist of the following elements:

Planning Memorandum	5%
Responsibility	10%
Abstract Reflections	20%
Large Group Project	40%
Individual Grant Project	25%

I'll discuss each of these individually.

Planning Memorandum

Your planning memo, which is described more fully [here](#) , asks you to introduce yourself, to share your writing history, to outline what you hope to accomplish in the course, to explain what you are going to contribute to the Large Group Project and how you are going to go about working on it, and to explain, in detail and with contact information, what grant your are

undertaking for your Individual Project.

Responsibility

This class is a writing workshop. That means that the single most important thing you will do all semester is to show up prepared and ready to work. We are also going to actually write two grants--a large one for the Food Bank of Corpus Christi, and a smaller one for an agency of your choosing. In other words, we are doing "real" work for the "real" world. Not only are your classmates depending on you, but the agencies for which we write are depending on you as well. You need to contribute regularly to the business of the class.

Abstract Reflections

This isn't some new form of art that Andy Warhol invented. We'll be reading two "how to" books about grant proposal writing. Each week, I'll ask you to write an "Abstract Reflection," which does two things. First, you need to abstract the readings--in 150-250 words, present the main points of each reading. Then, you need to reflect--what did you find interesting, what did you agree with, what didn't you agree with, what didn't you understand? In other words, present what was said--the ability to abstract a piece of writing is an essential professional writing tool--and then tell me what you thought about what was said.

Large Group Project

As a group, we will write a grant proposal for the Food Bank of Corpus Christi. Each of us will be assigned a separate portion of the grant proposal, one for which you and your your group will be responsible. You will be graded on the quality of your individual grant section, on your contribution to that section, on your contribution to the grant as a whole, and on your reflective essay in which you write about what you learned from the process and in which you evaluate the group as a whole..

Individual Project

In addition, you will, on your own, write an individual grant for a local non-profit agency. You can find a long list of possibilities on the [Projects Opportunity Page](#) . The list is thorough but not exhaustive; if you know of a local group of agency which needs a grant proposal written, talk to me--it very well might be the kind of project that would work well for this class. For this project, you will need to follow and document all of the steps listed in *Winning Grants Step by Step*. You will also need to write a reflective memo in which you examine the writing process you underwent and what you learned from the process.

Late Assignments

Late assignments must be accompanied by a cover letter that explains why it is late. Keep in

mind that in the workplace there would be serious consequences for turning in papers/projects late. Based on your letter, I will determine how much to deduct from your grade.

Attendance and Tardy Policy

You need to make every reasonable effort to attend every class. I realize this will not always be possible. Three types of absences may be excused: illness, personal emergency, and school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have some sort of personal emergency, such as an illness or death in the family, please notify Student Affairs and that office will arrange for you to make up any missed work. If you miss because of school business (band trip, athletic event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

NOTE: If you accumulate more than two absences that are unexcused, I reserve the right to penalize your grade up to and including failure of the course. If you miss five or more classes without reasonable explanation, you run the risk of failing.

Tardies: This is am 10:00 class. What are you going to do--oversleep? Don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

Electronics Policies

If you have a cell phone, please make use of the "off" function. If you use your phone as a watch, I promise that I'll let you know when class is over. Please put your cell phones away. If your cell phone rings in class, I will answer it and will have a lovely conversation with the person calling you about the importance of your education and why it is of paramount importance that the caller not interrupt your studies. If you decide to text message in class, the same will apply--I will compose a text message for you and will send it to the person messaging you. Fair warning--I am a fiction writer, and I can promise that whatever I send will not be soon forgotten by its recipient. Keep phones turned off, and we'll all be happy.

Academic Honesty

I will follow the policy that appears in the university catalogue. Plagiarism, which is "the presentation of work of another as one's own work" is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that apply. If you are unsure of how to document or properly use information, please check with me **WELL BEFORE THE PAPER IS DUE**. Also, know that I have some heavy-duty anti-plagiarism web applications, so you'll probably get caught. If you have questions or doubts about what constitutes a breach of integrity, a violation of policies or a proper citation, it is important that you consult with me. The **SMALLEST** penalty you will get if

you are caught is a zero on the project; you could, potentially fail the course, and, if you have plagiarized in other classes, you may face disciplinary action by the university.

I only feel it fair to notice that this issue is something the university is "Hot and Bothered" about right now, and that, if we suspect something, we are now REQUIRED to notify the administration. This isn't something we can keep "in house" any more.

All of this can be avoided simply by doing your own work to the best of your ability.

Resources

1. The Writing Center of Texas A&M University-Corpus Christi provides free help for students at any stage in the writing process. Writing center consultants are trained to work with writers one-on-one to help them find ideas, organize their thoughts, cite sources, and succeed at all aspects of the writing task. The writing center works closely with faculty across campus to understand the writing projects they assign and to help students meet the expectations of those assignments. The writing center is located in Bell Library 216 in the Tutoring and Learning Center. Both drop-in and scheduled appointments are available. More information is available at <http://writing.tamucc.edu/wiki/WritingCenter/WritingCenter> .
2. Students with disabilities or special needs should register with the Office for Special Populations. Federal and state laws and university policy require that I make reasonable adjustments to accommodate the needs of students with qualifying conditions where such adjustments are needed for equal access to university facilities and programs. Please note, however, that these accommodations are determined only by application to and review by the Office of Students with Disabilities.

Academic Advising

The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Reminder to English Majors

As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should **keep a copy** of all

essays, research papers, literary analyzes, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

Grade

Appeal Process

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html . For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs

Students

with Disabilities

Notice to Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

A Note on Reading Assignments

Readings must be completed by the date noted. Some of the readings are lengthy. To avoid falling behind, you will need to determine how much time you require to get the reading done and build that time into your schedule. It is a good idea to use the weekends (and class days without reading assignments) to get ahead in your reading.

Reading and Assignment Schedule

Note: This schedule is tentative and is subject to change. Readings need to be completed *before coming to class* that day. "Carlson" referst to *Winning Grants Step by Step*. "K&S" refers to *The Only Grant-Writing Book You'll Ever Need*.

January 12 Introduction to the course. Overview of grants and grant writing; discussion of Service Learning.

- 14 How the Grant Writing Process Works. Carlson, Introduction; K&S, Lesson 2. Prepare Questions for Ms. Hanson, ED of the Food Bank.
- 17 Martin Luther King, Jr. Day. No class scheduled.
- 19 Audience: What Granting Agencies Want. K&S, Lesson 3. **Abstract Due.** Visit with Bea Hanson, Executive Director of the Corpus Christi Food Bank
- 21 Carlson, Step 1. Developing the proposal idea.
- 24 Getting Ready to Write. K&S, Lesson 4. Carlson, Step 2. **Abstract Due.**
- 26 Documenting the need. Carlson, Step 3,
- 28 **Peer Review Planning Memorandum.**
- 31 **Planning Memorandum Due.** More on needs. K & S Lesson 8. **Abstract Due.**
- Feb 2 Draft due of needs statement.
- 4 Goals and Objectives. Carlson, Step 4.
- 7 Goals and Objectives Redux. K&S, Lesson 9. **Abstract Due.**
- 9 *Visit to the Food Bank of Corpus Christi.* Draft due of proposal goals and objectives for Food Bank Grant.
- 11 Developing your methods. Carlson, Step 5
- 14 Budgeting. Carlson, Step 8. **Abstract Due.**
- 16 Budgeting Redux. K&S, Lesson 13.
- 18 Food Bank Grant Draft Budget due..
- 21 Evaluation. Carlson, Step 6 **Abstract Due.**
- 23 Evaluation Redux. K & S, Lesson 12. Food Bank Evaluation Plan due.
- 25 Who is the organization I'm representing? Can it do the job it promises to? Carlson, Step 9.
- 28 Who is the. . . . redux. K&S, Lesson 15. Review/critique the Corpus Christi Food Bank history. **Abstract Due.**
- Mar 2 Cover Letters and summaries. K & S, Lesson 16
- 4 Summaries Redux. Carlson, Step 10. Review of cover letter for the Food Bank Grant.
- 7 Putting it together: Carlson, Step 11. **Abstract Due.**
- 9 Review of all grant materials.
- 11 Food Bank Grant Proposal Application due. **Reflective Memo on the Food Bank Grant Proposal due.**
- 14-18 Joyous yet tasteful Spring Break celebration of the completion of the Food Bank Grant Proposal. Deep thought about your individual project.
- 21 I will share the critique of the Food Bank Grant Proposal given by the Food Bank of Corpus Christi's Executive Director.
- 23 More on funding sources. Carlson, Appendix A, K&S, Appendix 4. Which funders

- would be good sources for your individual project application? Why?
- 25 Detailed proposal for your individual project due. *After this date, you may not change your project!*
- 28 Working with Funders. Carlson, Step 2. **Abstract Due.**
- 30 Needs statement due for your individual proposal.
- Apr 1 Work on goals and objectives. **Last day to drop a class.**
- 4 Goals and objectives for your individual proposal due.
- 6 Working on Methods/Implementation Strategies.
- 8 Complete Methods exercise on page 36 of Carlson.
- 11 Work on the evaluation section of your grant proposal.
- 13 Complete questionnaire on pp 43-6 of Carlson.
- 15 Sustainability--what will your group do when the money runs out? Carlson, Step 7. Determine if the agency you are writing a proposal for needs to address this issue--if so, it will have to be part of your final proposal.
- 18 Work on your program's budget. **Abstract Due.**
- 20 Program budget due.
- 22 Collect the organizational background information required by your grant, including a cover letter for your grant.
- 25 Organizational background information is due.
- 27 Collect all necessary information to complete the individual grant. *Meet with your contact person so she or he can help you assess your performance.*
- 29 Complete Grant Packages due.
- May2 **Reflective Memo on the your individual grant proposal due.**

Note: We will not have a formal final examination in this course. Your final grade will be posted on SAIL as soon as I have them figured.

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