

# English 347/547

## Writing Proposals and Grants (Fall 2019)

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### Meetings:

Monday/Wednesday

9:30 a.m.-10:45 a.m.

CCC 323

Prof. Larry Morgan

Office: CCC 432

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Fall 2019 Office Hours:

- Mon. and Wed. 11:00 a.m.-12:00 noon
- *Especially* by appointment

Welcome to English 347/547: Writing Proposals and Grants. This course provides a basic understanding and experience in locating and interpreting proposal requests, identifying grant-funding sources, and writing persuasive proposals and grant applications.

This course will introduce you to the analysis of proposals, rhetorical strategies used to write proposals, and practice in writing proposals.

This course fulfills two General Education Program (GEP) requirements at the Integration Level: Experiential Learning (XL) and Interdisciplinary Studies (IS).

By successfully completing the course learning outcomes you will have achieved the following General Education Program learning outcomes:

#### **Experiential Learning—**

- Completed an approved experiential learning project (a proposal)
- Reflected on the experiential learning project to gain further understanding of your university education, and an enhanced sense of one's personal responsibility as a member of a larger community.

#### **Interdisciplinary Study—**

- Identified an issue or question related to this interdisciplinary course and describe what disciplines contribute to an understanding of that issue.
- Explained the benefits of being able to combine these contributions.

### **Course goals**

To achieve the larger university GEP course outcomes, we also have the following course goals. By the end of the course, you should:

- Understand what a Request for Proposal is and its importance in the proposal and grant writing process
- Understand the process of locating proposal opportunities and grant funding sources
- Know how to develop a strategy to write a successful proposal
- Understand the structure of a sound proposal
- Develop marketable skills and enhance workplace communication

### **Learning outcomes**

In order to achieve the large goals, you will have the opportunity to successfully complete the following course learning outcomes:

- Analyze a Request for Proposals (RFP), Invitation for Bids (IFB), and other requests
- Locate funding opportunities
- Interpret specific grantor guidelines
- Apply principles of rhetorical analysis to successfully complete two grant applications or proposals as we:
  - Develop clear goals and a specific plan
  - Present achievable objectives

- Develop a budget that reflects the plan accurately
- Write persuasively

We meet in the computer lab so we're more easily able to investigate proposal requests as well as research and write proposals. Our lab sessions are not optional; they are working sessions intended to give you time to work on your proposals and allow for collaboration or more individual instruction and discussion.

**Required materials:**

Here's what you'll need for this course:

- (Rental text) *Writing Proposals*, second edition, Richard Johnson-Sheehan (Longman, 2008).
- A reliable method to transport or electronically access your work (e.g., portable USB storage device or Dropbox).
- A UWSP email account that you check daily (for course announcements, additional material, and such).

**How you will earn your grade**

The points available for each course component are as follows (Professionalism means your professional responsibility as a member of this class. That is, attendance and contribution to our learning in discussions, peer review comments, and so on):

Assignment	Points
RFP analysis	75
Proposal analysis	100
Short proposal	200
Letter of inquiry	100
Long proposal	300
Reflective essay	100
Professionalism	125
<b>Total</b>	<b>1,000</b>

Course Grade	Total Points
A	930+
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
F	Below 630

The process to complete both proposals will entail producing several smaller documents that, although ungraded, will be a required part of the course work. I will distribute detailed explanations of the assignments as we get into the semester.

**Graduate students**

If you are a graduate student, we will meet and mutually agree on work that will be completed beyond the course requirements previously described. This work will be appropriate for graduate-level study and may be as simple as writing two longer proposals.

## Attendance

Simply put, plan to attend each class period. The majority of our work in class will involve our writing and analysis, and our classmates' writing and analyses. Missing class means you will miss the input from classmates, and they will miss yours. Both are valuable and should not be neglected.

That said, you will not succeed in passing this course if you miss six or more classes (roughly 20%). Beginning with the fourth absence, your grade may be lowered one step (e.g., A- to B+, C to C-).

Missing 20 percent or more of our class time will imperil your final grade. This is not a correspondence course; your participation is important for your work and that of your classmates.

## How I assess work

I truly enjoy making comments on student work and contributing to the process of improving student writing. But when it comes to assigning a points value to that work, frankly, I'd rather not. Yet, that's part of the academic process. So when I evaluate your work, I'll do so from the perspective of writing in a professional setting, basically answering the question: "If you submitted this document as part of your professional job responsibility, is it ready for final delivery to the intended audience?" Although I operate on a straight points system, what follows is the correlation between how I consider your work and the letter grade that goes with it:

A range	<b>Yes!</b> Your audience would be impressed and your supervisor would remember the work when considering a promotion for you. You took extra steps to be original or creative in developing content, or developing visual or verbal style.
B range	<b>Well, OK...</b> You got the job done and the document is complete content-wise, well-organized, and shows attention to style and visual design. Your supervisor would be satisfied with the job, but not impressed, and likely would have suggestions to revise and improve the document.
C range	<b>Hmmm...</b> You finished the job and while it is complete, content-wise, and organized, your audience would have questions. Your supervisor would be disappointed and ask you to revise or rewrite sections before allowing others to see the work.
D range	<b>Ohmigosh!</b> The document is completed, but that's the best we can say. Your supervisor would be troubled by the poor quality of the work and would demand significant revision.
F	<b>Uh-oh...</b> Your supervisor would start looking for someone to replace you (or you committed plagiarism).

## Recordings

Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from Professor Morgan. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

## Plagiarism

Taking credit for someone else's work is plagiarism. It is stealing. Plagiarism is not tolerated at UWSP and there can be serious consequences for offenses. Avoiding plagiarism does not mean you cannot use the exact words from a source, but that you must give the source credit.

**Finally**

The DATC (Disability Services and Assistive Technology programs) provides “accessibility, accommodation, and assistive technology services to students with disabilities, working individually with qualified students to identify, design, and implement an accommodation plan that will aid them in acquiring equal access to their education. For additional information, including a Request for Accommodations Form, contact UWSP’s Office of Disability Services, 609 Albertson Hall, x3365.