

Dr. Fernando Sánchez
Assistant Professor of English in Professional Writing
Phone: 651-962-5618
Email: fsanchez@stthomas.edu
Office: JRC 346
Office Hours: W 12:00-1:00 and by appointment

Course Description

The ability to write impactful grant proposals is a skill highly valued in today's work environment, and the job applicants who possess that skill set themselves apart from other applicants. In this grant writing course, students will learn how to assess client needs, find appropriate funding sources, and use rhetorical and genre knowledge to develop and communicate their ideas for a research or project grant. Students will then work collaboratively in pairs or small groups to apply what they have learned by creating and then orally presenting a grant proposal that uses sound document design strategies. This course will teach those who have little or no prior experience with grant writing how to apply for funding across disciplines ranging from the humanities to STEM fields, across academic institutions and private organizations, and in both profit and non-profit settings. This course satisfies the writing distribution requirement for English majors under undergraduate catalogs prior to Fall 2015. Prerequisite: ENGL 201, 202, 203, or 204. Please note that this course does not count towards the core literature and writing requirement.

What You Will Learn

In this course we will explore and gain practice with the rhetorical work responding to Requests for Proposals (RFP). This involves both paying attention to how calls are written as well as knowing how to use writing to connect and engage with individuals who will read your proposal to make sure you convey exactly why you and your idea are the perfect match for a grant entity to fund. We will also engage in the detail-oriented work of ensuring that your proposal meets an RFP's guidelines to the letter.

As important as knowing how to write about your idea in an engaging and detail-oriented way, is knowing how to generate ideas to write about. With this in mind, we will spend some time discussing methodology—both to study a problem and to propose an intervention or a research plan that is rigorous, ethical, and appropriate. This means that you will learn about primary and secondary research methods in order to choose how best to address a particular issue that you are invested in learning more about. This requires looking at revision not as a separate step that only comes after writing, but more fluidly as a process that occurs side by side while generating ideas and writing. The more we study something, the more that how we think about it changes, and that means it changes how we write about it. And, of course, there is some work with editing here as well since presentation is just as important as the content; nobody will look at your ideas if there are grammatical issues or typos when you describe them.

Please note that we will be partnering with Pillsbury United on several Urban Agriculture grants. This will mean staying in contact with our community partner to present their narrative in compelling ways. Also, the majority of this work will be produced in Grant-Writing teams.

Course Goals

By the end of the semester, you will have gained experience in

Developing skill in expressing oneself orally or in writing and

Learning how to find and use resources for answering questions or solving problems

Texts

Johnson-Sheehan, Richard. Writing Proposals, 2nd ed. Pearson Longman, 2008.
ISBN: 0-205- 58314-8.

Karsh, Ellen and Arlen Sue Fox, The Only Grant Writing Book You'll Ever Need, 4th ed. Basic Books, 2014.
ISBN-13: 978-0465058938

Browning, Beverly. Perfect Phrases for Writing Grant Proposals. McGraw Hill, 2007. ISBN
978-0071495844

Stone, Curtis. The Urban Farmer: Growing Food for Profit on Leased and Borrowed Land. New Society Publishers, 2016

We will also have a few pdfs to read on Blackboard.

Graded Assignment Breakdown

- RFP Analysis: 5%
- Gridded Annotated Bibliography: 10%
- Final Project: 45%
 - This will break down further depending on your grants' different sections.
- Cover Letter (and/or letter of interest) 5%
- Low Stakes Writing 10%
- Final Presentation: 5%
- Exams: 20%

Ungraded Work

In-Class writing prompts/exercises

Because this is a Writing to Learn course, you may expect a few exercises in class to help you to think through the material in addition to the forum posts. Please be ready to engage and share.

Participation

I expect everyone to be ready to engage in discussions. There are several ways to participate:

- Reading your discussion post from the previous night
- Reading someone else's discussion post from the previous night
- Asking a question pertaining to what we have read
- Answering a peer's questions
- Sharing an experience that helps to illuminate the topic at hand
- Answering a question posed by the instructor
- Volunteering for an exercise that requires volunteers
- Responding to a statement that has been made in class (sharing your thoughts, asking for clarification, etc).
- Emailing the class through Canvas (with my approval) with some thoughts on that day's discussion.

These are just a few suggestions to keep in mind. There may be other opportunities that present themselves. I will let you know if you may benefit from increasing your participation in the class.

Classroom Etiquette

Being present in class means being actively listening. Stay focused and avoid being a disruption to me and those around you. On days that we have speakers in class, you should ask questions and take notes.

Scores and Grades

Every assignment requires different writing tasks which will be laid out in individual assignment sheets. In general, you can assume that the following descriptions relate to a particular score range that you receive.

A+ (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76) C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (Below 60)

70 to 79 (C- to C+)—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable.

80 to 89 (B- to B+)—You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows attention to style and visual design.

90-100 (A- to A)—You did what the assignment asked for at a high quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also

demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style.

Try to avoid the following score ranges. See me if you have any questions.

60-69 (D to D+)—You did what the assignment asked for at a low quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.

Below 60 (F)—The work does not meet the requirements or is not submitted completely or with care.

If you are a person who wants or *needs* a particular grade in this course, start working toward that grade right now. Don't wait until the end (or even the middle) of the semester to decide that you need a B or an A.

If you think I have misjudged or misinterpreted your work, come to my office and talk to me about it. I will not discuss grades in the classroom, but I don't mind if you come to my office and talk to me about your paper.

Attendance and Lateness

You should attend class every day. That said, I understand that life happens. Therefore, you do have 3 Obligation Days where you can miss class without any penalty due to other outside obligations that arise (these are not “free days” that are separate from “excused absences”). After these three Obligation Days have been used, however, your grade will be reduced by one letter grade for every absence. If you miss 7 or more class periods (2.5 weeks), you will automatically fail the course). Conversely, you will gain 1 percentage point for every Obligation Day that you do not use up (up to 3% added to final grade). **Note:** I do not need to see any notification for excused absences unless you have used up your three Obligation Days. Afterwards, it gets trickier so please do not squander your days.

Participation

I expect everyone to not only attend class but to contribute to class discussion. I will provide a few prompts, but you are generally in charge of what we discuss. If we continually reach the end of our discussions before the end of class, this is a signal to me that we do not have enough to talk about and will add more readings as necessary.

Email and Emergencies

I will respond to emails within 24-48 hours (excluding weekends).

If the campus needs to close due to an emergency, these policies may be changed. You will be notified via e-mail by me if class is cancelled.

Late Work

My general policy is that I do not accept late work. This means that discussion posts won't be accepted after the due date and time. Adjustments can be made occasionally for larger assignments. Just let me know with 2 days' advance notice in a professional manner. That is all I ask.

Disability Statement

Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Disability Resources office about accommodations early in the semester. Telephone appointments are available to students as needed. Appointments can be made by calling 651-962-6315 or 800-328-6819, extension 6315. You may also make an appointment in person in Murray Herrick, room 110. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

Academic Integrity

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects and research/term papers. Academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework and listed in the Student Policy Book under "Discipline: Rules of Conduct" will automatically result in failure for the work involved. But academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the university. Here are the common ways to violate the academic integrity code:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit

Fabrication

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism

The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment. You commit plagiarism whenever you use a source in any way without

indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you also must formally acknowledge the written source from which you took the material. (This includes material taken from the World Wide Web and other Internet sources.)

[Reprinted from "Writing: A College Handbook" by James A.W. Heffernan and John E. Lincoln. By Permission W.W. Norton & Co. Inc., Copyright 1982 by W.W. Norton & Co. Inc.

Students are encouraged to report incidents of academic dishonesty to course instructors. When academic dishonesty occurs, the following procedures will be followed:]

Consequences

a) Sanctions

The instructor will impose a minimum sanction of failure for the work involved. The instructor also will notify the student and the appropriate academic dean in writing of the nature of the offense and that the minimum sanction has been imposed. The instructor may recommend to the dean that further penalties be should imposed.

If further penalties are imposed, the dean will notify the student immediately and the student will have five working days to respond to the intention to impose additional penalties. The student has the right to respond to the charge of academic dishonesty and may request in writing that the dean review the charge of academic dishonesty as fully as possible.

If the dean determines that no further sanctions will be applied, the instructor's sanction will stand and the instructor's letter to the dean and student will be placed in the student's file. If no further charges of academic dishonesty involving the student occur during the student's tenure at St. Thomas, the materials will be removed from the file upon graduation.

b) Previous Incident

If the student has been involved in a previous incident of academic dishonesty, the dean will convene a hearing, following guidelines listed under "Hearings and Procedures" in the Student Policy Book. During the hearing, all violations of academic integrity will be reviewed. The student and the faculty member charging the most recent incident will be present at the hearing.

IN EITHER SITUATION, A OR B

If the dean determines that further sanctions are warranted, the student will be informed in writing. Among the sanctions considered by the dean will be the following: failure for the course in which the incident occurred; suspension from the university for the following semester; expulsion from the university; community service; a written assignment in which the student explores the principles of honesty and trust; other appropriate action or sanctions listed under "Sanctions" in the Student Policy Book. The materials relating to the incident, including the instructor's original letter to the student and dean and the dean's decision following the hearing, will become part of the student's file.

COMMITTEE ON DISCIPLINE

The Committee on Discipline shall have the authority to investigate the facts of the particular case that has been appealed and the committee may:

Affirm the original decision and sanction.

Affirm the original decision and reduce or increase the original sanction.

Reverse the original decision.

Disallow the original decision and order a new hearing by the dean (or designee).

Please note that I may alter the syllabus as needed throughout the semester.