English 459/659: Researching and Writing Grants and Proposals

Instructor Information
Daniel Kenzie
E-Mail: daniel.p.kenzie@ndsu.edu
Office: Minard 316C
Office Phone: 701.231.5162
Office Hours: Tuesdays 2:00—4:00 pm & by appt.

Course Information
Fall 2020
Tu 5:00—7:30 pm in AGHILL 300
Course Site: Blackboard
3 credits

Course Description

From bulletin: A rhetorical approach to researching and writing academic grants, business proposals, and related professional documents. Students develop a portfolio of professionally designed and edited documents as well as the vocabulary of grants writing and research. Prereq: ENGL 120 and Junior standing.

This semester: The course employs a rhetorical approach to writing proposals, focusing on using careful research to develop the best possible persuasive argument for a given audience and context. Proposals are texts that help explore opportunity and manage change; in this class, we will explore how to propose and manage change that makes lives better. In addition, the course creates opportunities for collaborative writing, understanding collaborative processes, oral presentations, document and presentation design, analyzing language choices, and learning the generic structures of proposals. Students will leave the course with a portfolio of polished, professionally designed and edited documents, as well as a vocabulary for discussing grants and proposal research and writing during the job search.

Required Texts

You need to have access to these books, and you will be expected to have read this material. You may share, rent, purchase an e-copy, audiobook, or buy any edition of the books.

1. Johnson-Sheehan, Richard. *Writing Proposals.* Boston: Allyn-Bacon, 2008. (2nd ed.)
2. Kristoff, Nicholas, and Sheryl WuDunn. *A Path Appears.* New York: A. Knopf, 2014.
3. Williams, Robin. *The Non-Designers Design Book* 4th ed. Berkley, CA: Peachpit Press, 2014. (An old edition—2nd or 3rd—is acceptable.)
4. Additional course readings available on Blackboard.

Learning Outcomes

This course has been approved by the NDSU Faculty Senate to meet the requirements for upper-division writing. Students will learn the following concepts through analyzing professional documents and practice with varied writing tasks:

1. **General Education Communication Learning Outcome (C):** Students will use a variety of modes, particularly written, oral, artistic, and visual to
   a. effectively communicate analysis, knowledge, understanding, expression and/or conclusions
   b. skillfully use high-quality, credible, relevant sources
   c. demonstrate appropriate conventions in a variety of communication situations
   d. demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts

2. **Departmental Outcome:** Manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on time and within the constraints of the project.

3. **Course-specific Outcome:** Master the discourse and generic conventions of grant and proposal writing.

Americans with Disabilities Act for Students with Special Needs

Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the Disability Services Office (www.ndsu.edu/disabilityservices) as soon as possible.

Assignments & Grading

The following table summarizes the major assignments (with point values). You will complete both team and individual assignments for a total of 1000 points.

Team Assignments	Individual Assignments
1. Tools for collaboration presentation = 100 2. Letter of intent = 50 3. Team contract and work plan = 50 4. Group progress report = 100 5. Oral presentation with visual components = 100 6. Proposal = 200	7. Midterm memo analysis of performance = 100 8. Participation = 100 9. Final exam (during final exam period) = 100 10. Writing portfolio (undergrad only) = 100 11. Portfolio of funders (grad only) = 50 12. Online discussion (grad only) = 50

Graduate Students enrolled in ENGL 659: Graduate students' work in the course will differ from undergraduates' in the following ways (Total points are the same):

1. Grad students will be project managers for their teams, including designing a project management strategy for your team, helping them write their team guidelines based upon your understanding of managing personnel and projects, and taking field notes on your group's collaboration and function. (Included in Proposal and Participation assignments as additional rubric categories)
2. Instead of a writing portfolio, you will assemble a portfolio of 5-10 funders in your area of research, work, or interest, including a framing statement. (50 points)
3. Finally, you will complete additional weekly readings and participate regularly in online discussion of readings on Blackboard. (50 points)

Your work for this course will be graded on the following point scale:

A	B	C	D	F
910-1000	810-909	710-809	600-709	0-599

Grading:

- **A** means truly excellent work—exceeding expectations of professionalism in all areas evaluated.
- **B** means very strong work that reflects professional standards: is on-time, well-edited, professionally presented, and attends to the needs of its audience.
- **C** means that you have adequately met the assignment in most areas.
- **D** means work that does not meet professional expectations because it does not adequately meet the assignment in one or more areas.
- **F** means work that is not turned in or does not meet expectations in any area of evaluation.

Students **must** participate in all of the major projects and complete a majority of the shorter assignments in order to pass this class. Additional grading information can be found on the assignment sheets for individual projects.

To achieve an A or B in the course, it will be important to:

- Attend class. On time.
- Be present in class (not on Facebook, not texting, not sleeping, etc.).
- Do the reading for class and be prepared to use what you have learned in your work.
- Turn in all work and turn it in on time (so you can revise).
- Turn in work that looks professional and shows careful design and excellent editing.
- Develop the skills and tools needed to manage projects effectively.
- Develop the interpersonal communication skills needed to build effective teams and to set and achieve group goals.
- Revise work that does not meet course or your personal expectations.

Collaborative Work

Teamwork is a required component of the course. You and your project team members are responsible for updating one another and me about assignment development and progress. In addition, you also are responsible for negotiating together all aspects of your work, including planning, drafting, revising, file managing, and scheduling of assignments.

Technology

In order to participate fully in the course, you should be familiar with and have regular access to Microsoft Office (or equivalent), e-mail, web browsers, and Adobe Acrobat Reader. You are responsible for checking your e-mail regularly and for reading and keeping current with all content posted to the course Blackboard site. You are also responsible for backing up all files and ensuring that technological difficulties do not keep you from submitting work on time.

Attendance

According to NDSU Policy 333 (www.ndsu.edu/fileadmin/policy/333.pdf), attendance in classes is expected. Veterans and student service members with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders.

Writing Program Policy: Attendance is required in all NDSU writing program classes. All sections adhere to the following policy regarding attendance:

- A student may not miss more than 3 weeks of unexcused absences.
- A student may not miss more than 4 weeks of class total, due to a combination of unexcused and excused absences.
- If a student exceeds the limits delineated above, they will automatically fail the class.

Revisions

You may revise any written project or paper (written either individually or as a group) for an improved grade—and to learn more about grant writing—as long as it was turned in by its due date. Revisions are due one month after the original deadline and must be accompanied by the original graded work and a short paragraph explaining what you did and why you believe the work is now improved. The grade you receive on the revision will be averaged with your original grade.

Academic Integrity

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

A student who plagiarizes, cheats, or colludes on an assignment in this class will receive a zero for the assignment. The student's earlier assignments will be examined for dishonesty, and the student's future assignments will be monitored.

See also the Department of English's academic honesty policy:
http://www.ndsu.edu/english/majors_and_minors/english_department_policies_attendance_and_academic_honesty/.

Course Calendar

	Daily Activities	Readings and Assignments
Week 1 Aug. 25	1. Introductions 2. Working in teams 3. Setting writing goals	
Week 2 Sept. 1	1. What are proposals? 2. Defining a problem or opportunity 3. Review of rhetoric 4. Project management 5. Tools for collaboration assignment	**Read:** 1. Johnson-Sheehan, 1-33 2. Kristof and WuDunn, 1-29 3. Wolfe, "Project Management" *GRAD*: Lawrence et al., "Rhetorics of Proposal Writing"
Week 3 Sept. 8	1. Tools for collaboration 2. Logic of proposals 3. Reading the RFP/understanding context 4. Deciding on projects	**Read:** 1. Johnson-Sheehan, 34-54 2. Kristof and WuDunn, 46-66 *GRAD*: Kampf, "The Future of Project Management" **Due:** Tools for collaboration: Groups 1 and 2 present.
Week 4 Sept. 15	1. Tools for collaboration 2. Developing the current situation 3. Brainstorming general ideas 4. Group work: Guidelines and evaluation criteria	**Read:** 1. Johnson-Sheehan, 55-75 2. Kristof and WuDunn, 30-45 *GRAD*: Spinuzzi, "A Good Idea Is Not Enough" **Due:** Tools for collaboration: Groups 3 and 4 present.
Week 5 Sept. 22	1. Tools for collaboration 2. Brainstorming specific ideas/objectives 3. Developing the plan 4. Another kind of plan: a work plan	**Read:** 1. Johnson-Sheehan, 76-98 2. Kristof and WuDunn, 71-83 and you divide up 84-117 (those are short case studies) *GRAD*: Gunning, "Proposal Writers' Knowledge Management Practices" **Due:** Tools for collaboration: Groups 5 and 6 present.
Week 6 Sept. 29	1. Gathering information: how to do research for proposal writing? 2. Letter of intent	*GRAD*: Hoover, "The Posthuman Grant Application" **Due:** 1. Team contract and work plan 2. Tools for collaboration: Group 7 presents.
Week 7 Oct. 6	1. Design, logo, and developing a team identity 2. Writing a progress report 3. Writing memos	**Read:** 1. Williams, 11-112 2. Johnson-Sheehan, 99-116 3. Kristof and WuDunn—You may divide up 118-164 (those are short case studies) *GRAD*: Northcut, "NSF Advance Grants and Technical Communication Faculty" **Due:** Letter of Intent

Week 8 Oct. 13	1. Design, logo, and developing a team identity 2. Your qualifications	**Read:** 1. Williams, 149-218 2. Johnson-Sheehan, 182-219 *GRAD*: Cheng, "Dissertation Grant Proposals as 'Writing Games'" **Due:** 1. Midterm memo analysis of performance 2. Group progress report
Week 9 Oct. 20	1. Revisiting research (What do you still need to know? and How will you know if your plan worked?) 2. Logic models/evaluation	*GRAD*: Ding, "The Use of Cognitive and Social Apprenticeship"
Week 10 Oct. 27	Budgeting	**Read:** 1. Johnson-Sheehan, 117-160 2. Kristof and WuDunn, 167-231 *GRAD*: Flowerdew, "A Genre-Inspired and Lexico-Grammatical Approach" **Bring** your phone with a calculator app or a calculator.
Week 11 Nov. 3	1. Peer review/writing with concision/developing transitions 2. Drafting introductions and conclusions 3. Gantt charts	**Read:** Johnson-Sheehan, 161-181, 220-234 *GRAD*: "More and Better Grant Proposals?" **Due:** Draft of proposal due in class
Week 12 Nov. 10	1. Designing a great presentation 2. Using your logo, color scheme, and team brand in your presentation 3. Practice speaking	*GRAD*: Parks, "Is There Room for a Student of Rhetoric in a Giant NSF Grant Project?"
Week 13 Nov. 17		*GRAD*: Barrett, "Where Professional Writing Meets Social Change" **Due:** PDFs on presentations on Blackboard
Week 14 Nov. 24	Deliver presentations	*GRAD*: Vealey & Gerding, "Rhetorical Work in Crowd-Based Entrepreneurship" **Due:** 1. Proposal. Bring one bound, color printed, perfectly presented copy and 2 additional copies. 2. Presentation w/slides
Week 15 Dec. 1	1. Assembling your portfolio 2. Writing your portfolio letter 3. Preparing for Showcase 4. Completing peer evaluations	**Due:** Team Evaluation (Friday night)

Week 16 Dec. 8	Preparing for final exam	**Due:** Final Portfolio (Friday night) *Showcase is Mon., Dec. 3, 10 am to 2 pm*
Finals Dec. 15	Final exam in classroom, 5:30-7:30 pm.	**Read:** Kristoff and WuDunn 316-331 **Due:** Final Exam

This calendar is subject to change. Check Blackboard for the most current version.