WRTG 3020, section 053, Fall 2005
Grant Writing, Service Learning
Instructor: Dr. Christine Macdonald
Messages: call me during office hours; outside of office hours the best way to reach me is by email:
Christine.Macdonald@colorado.edu

Office: ENVD 1B27A; 303-735-5258
Office Hours: TR 9:30-10:50, and by appt.
Mailbox: PWR main office, ENVD basement

Required Texts
Grassroots Grants, 2nd ed., by Andy Robinson
A "dialectical notebook": this is a blank spiral notebook, or equivalent system, that enables you to keep and
organize your in-class writings and homework "freewrites" (you will need to include some of these in
your final portfolio)
Articles on Electronic Reserve (e-reserve): http://libraries.colorado.edu; click on "Course Reserves"
Articles on the Program for Writing and Rhetoric (PWR) website: http://www.colorado.edu/pwr
Articles and assignments on WebCT: http://webct.colorado.edu
Photocopies of your and your classmates' papers
A grammar and style book; recommended: A Pocket Style Manual by Diana Hacker
A CU email account that you check regularly

Overview
Intended for juniors and seniors in the College of Arts and Sciences, this course will help you:
• hone your writing and critical thinking skills
• gain familiarity with professional writing
• apply your writing skills in a real-life context through an internship with a non-profit agency

The course will be taught as an interactive seminar in which your own writing projects serve as essential
course materials. Although there is no formal prerequisite, the course presumes that you already have some
facility in writing. This course will not formally address sentence level writing problems. Instruction will focus
on strategies of analysis and argument in grant proposal writing—that is, on shaping relationships among ideas so
that your writing becomes clear and persuasive.

Enrollment in this section requires that you be willing and able to work with an outside agency, and with a co-
writer, including:
• providing transportation to and from the agency office
• working with the designated agency supervisor
• respecting agency privacy as requested
• collaborating with a student co-author

Please recognize that your commitment to the agency is essential; your conduct in this course reflects not
only on you, but also on the University.

The nature of this course requires that we be able to communicate outside of regular class time if necessary.
Therefore, you must check WebCT regularly for personal emails and for class announcements. I also will need to be
able to reach you via regular e-mail; please make sure I have your address if you do not use a CU account.

Attendance Policy
Because agencies are relying on your work from this class, please consider your continued enrollment a
commitment to complete the class. Mid-semester withdrawal could have serious consequences for your agency's
project.

I expect you to attend class regularly and on time. Do not arrive late to class. If you miss class it is your
responsibility to find out if additional work has been assigned before you attend the next class. If you have more
than three absences, for whatever reason, your grade may suffer. Please note: six or more absences (three weeks
of class!) may reduce your final grade by a full letter (B+ to C+); more than 6 absences may cause you to fail the
course. I do not distinguish between "excused" and "unexcused" absences, all absences "count," so take care not
to use up your three "penalty-free" absences early in the semester. Students who miss class in order to visit their
agency will be marked absent. Two late arrivals and/or two early departures count as one absence.
Explanations of circumstances, such as a documented extended illness (hospitalization), will be assessed on a case-by-case basis.

Assignments
Your major project will be a grant proposal tailored to two different Requests for Proposals (RFPs). Preliminary assignments in the first half of the semester will help you prepare to write the grant proposal itself. The course will also cover research methods that will aid you in researching and writing your grants. The second half of the semester will be devoted to writing the proposals. We will read and offer feedback on a number of written drafts of your proposal in order to help you turn out the best possible document for your agency. Additionally, you will complete several short in-class exercises, homework assignments, and quizzes, all of which will help you prepare for writing a clear, logical, and well-organized grant proposal.

Papers must go through the draft and revision process to receive a grade. If you do not turn in drafts, you will receive a zero for the assignment. Please make a special effort to turn in drafts of your paper on the date scheduled, even if you are sick. It is almost impossible to workshop a paper if your classmates have not received it ahead of time. Late or incomplete drafts, or an insufficient number of drafts handed out in class, will cause the final grade of the paper to be reduced by one-third for each instance (A- to B+, for example).

Plagiarism occurs when a writer uses the language or ideas of another source without proper documentation. Plagiarism will receive an automatic F and you will be reported to the Dean. Students should be familiar with the University Honor Code: http://www.colorado.edu/academics/honorcode/

In addition to the formal essays, you will complete a number of shorter, sometimes impromptu, assignments: in-class or take-home exercises, written questions for class discussion, quizzes on student papers, and detailed written reviews of your peers' work. Short assignments will be administered only once.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Agency and Project Analysis</td>
<td>15%</td>
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<tr>
<td>Rhetorical Goals Memo</td>
<td>10%</td>
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<tr>
<td>Writing Exercises (2)</td>
<td>5%</td>
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<tr>
<td>Annotated List of Funding Sources</td>
<td>5%</td>
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<tr>
<td>Short Assignments (dialectical notebook entries, resume, Qs for class discussion, etc.)</td>
<td>5%</td>
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<tr>
<td>Oral and Written Responses to Peers' Papers</td>
<td>10%</td>
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<tr>
<td>Grant Proposal and Follow-up Memo 1</td>
<td>20%</td>
</tr>
<tr>
<td>Grant Proposal and Follow-up Memo 2</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio and Portfolio Synthesis</td>
<td>10%</td>
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Also weighed in the final grade will be evaluations by both your agency supervisor and your student writing partner. Citizenship and professionalism count; your agency and peer evaluations can tip the grade up or down, regardless of the total points earned on individual assignments. While these evaluations will be considered carefully, all responsibility for grades rests with me.

Other Matters
Students with disabilities who qualify for academic accommodation must provide a letter from Disability Services (DS) and discuss specific needs with me, preferably during the first two weeks of class. DS determines accommodations (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if a religious observance conflicts with your ability to attend class, please notify me a week in advance and make arrangements to make up the work.

A final note: please communicate. If a situation arises that interferes with your ability to do the work for this class, please tell me about it, write me a note, or talk to me after class. I would rather learn about problems, concerns, or suggestions during the course when I have a chance to change things, than on a course evaluation, when it is too late to remedy things for you.
Schedule

Readings and assignments are to be completed for the date listed. Assignment due dates are subject to change. The dates for visits from our guest speakers may change. Short assignments may be added. Check for syllabus adjustments on WebCt.

Aug. 23  Introduction to course

Aug. 25  Read entire syllabus; turn in course questionnaire
Read Grassroots Grants, Preface and Chapter 1 (hereafter referred to as GG)
Read Agency Questionnaires posted on WebCt:  http://webct.colorado.edu
Read the Websites of the five agencies that interest you the most
Start posting time and agency preferences on WebCt (in the discussion page section)

Aug. 30  Resume draft due (# copies TBA); workshop drafts
Class logistics: preliminary student pairs and time slots
Read GG Chapter 2

Sept. 1  Email Instructor final student match-ups (within WebCt), with top 4 agency requests
Read "Seeing What I Say" by Bickman, on e-reserve
Read class handout on analytical summaries

Sept. 6  Cover letter draft due (# copies TBA); workshop cover letters
Read article TBA, dialectical notebook entry due
Students to schedule first meeting with agency supervisor for next week

Sept. 8  Writing Exercise #1 due (analytical summary); # of copies TBA; workshop Writing Exercise #1
All students email cover letter to agency supervisors by the 8th or 9th
Last-minute questions and concerns about cover letter/resume discussed in class

Sept. 13  Guest speaker: Randall Draper, Director, Office of Contract and Grants
Subject: Grants Administration
Read OCG website:  http://www.colorado.edu/ocg/
Bring discussion question to class (to get credit, discussion Q must be posted to me privately in WebCt BEFORE class; don't plan to post your homework question during class)

Sept. 15  Dialectical notebook entry due
Read "Internal Revision" on e-reserve; discuss analytical synthesis

Sept. 20  Writing Exercise #2 due (analytical synthesis); # of copies TBA
Workshop Writing Exercise #2
Read GG Chapter 4

Sept. 22  Mutual Expectations Document due
First Draft Agency and Project Analysis due

Sept. 27  Workshop Agency and Project analysis
Start collecting info in dialectical notebook for thank you note assignment

Sept. 29  Workshop Agency and Project analysis

Oct. 4  Final Draft Agency and Project Analysis due
Guest Speaker, Randall Draper, Director, Office of Contract and Grants
Subject: How to Identify Funding Sources
Read GG Chapter 5, and Resource B (p. 212)
Oct. 6  Dialectical notebook entry due
In-class: research funding sources

Oct. 11  **Annotated List of Funding Sources due**
Discuss Rhetorical Goals memo

Happy Fall Break

Oct. 18  **First Draft Rhetorical Goals Memo due** (for both RFPs)
Guest Speaker: Jennifer Knievel, Reference Librarian
Subject: Research Methods and Sources

Oct. 20  Workshop Rhetorical Goals memos

Oct. 25  Read Daniels Fund Website:  http://www.danielsfund.org
Questions due (to get credit these must be posted to me privately BEFORE class)
Guest speakers: Noah Atencio, Program Officer, and Kristen Donovan, VP Grants,
from the Daniels Fund
Read *GG* Chapters 3 and 6

Oct. 27  Dialectical notebook: reflection on the Daniels Fund
**Final Draft Rhetorical Goals Memo due**
Read *GG* Chapter 7 (required); recommended: *GG* Chapter 8

Nov. 1  **Draft of Grant due, for RFP 1** (include the RFP)

Nov. 3  Workshop drafts for RFP 1

Nov. 8  Workshop drafts for RFP 1

Nov. 10 **Revision of Grant due, for RFP 1** (include the RFP)
Guest speaker: Randall Draper
Subject: After you get the grant: what's next? Grant follow-up
Read *GG* Chapter 10

Nov. 15 Dialectical notebook: synthesis of Draper's remarks due
In class: draft action item list for grant follow-up for RFP 1

Nov. 17  **Draft of grant due, for RFP 2** (include the RFP)

Nov. 22 Dialectical notebook entry due; discuss portfolios

Happy Thanksgiving

Nov. 29  Workshop drafts for RFP 2
Start thinking about TY note to agency supervisor

Dec 1  Workshop drafts for RFP 2

Dec 6  Workshop drafts for RFP 2
In class: draft action item list for grant follow-up for RFP 2
Draft TY note to agency supervisor

Dec 8  **Revision of Grant due, for RFP 2; Final questions**

Dec. 12  Portfolio due in my box in ENVD on or before noon, Monday Dec. 12