WRTG 3020, section 077, Spring 2007
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 11:00-12:15, 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 CULearn: https://culearn.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, 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 CULearn 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.

Typically, students in this course rarely miss class; it is, after all, an engaging experience! Nevertheless, I have an attendance policy: each absence after 3 ABSENCES will drop your class participation score. If you miss 6 times, you will receive a zero for class participation. If you miss 7 times or more, your grade will drop another third of a grade (B- to C+ for example). I do not distinguish between "excused" and "unexcused" absences, so take care not to use up your three "penalty-free" absences early in the semester. Two late arrivals and/or two early departures count as one absence. Students who miss class in order to visit their agency will be marked absent. If you are absent, you are responsible for finding out what you missed before the next class.

Extenuating circumstances, such as a documented extended illness (hospitalization), will be assessed on a case-by-case basis. Please be considerate and turn off cell phones before class begins.
Overview of Assignments

Your major projects will be a grant proposal and an ethical inquiry research project. Short assignments and class time devoted to research methods will help you prepare for the major projects. Several assignments will require drafts that will then be workshopped in class; preparation of quality written and verbal feedback for your peers is a substantial part of the grade.

Papers assigned to be workshopped 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). Work that is consistently late will lower your final grade for the course up to a full letter, regardless of the total of your individual assignment grades.

In addition to the major projects, 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.

Also weighted 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Autobiography</td>
<td>5%</td>
</tr>
<tr>
<td>Agency and Project Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Rhetorical Goals Memo</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated List of Funding Sources</td>
<td>5%</td>
</tr>
<tr>
<td>Short Assignments (dialectical notebook entries, resume, Qs for class discussion, etc.)</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation, including oral and written responses to peers’ papers</td>
<td>10%</td>
</tr>
<tr>
<td>Grant Proposal and Follow-up Memo</td>
<td>25%</td>
</tr>
<tr>
<td>Ethical Inquiry Project</td>
<td>25%</td>
</tr>
<tr>
<td>Portfolio, Portfolio Synthesis</td>
<td>5%</td>
</tr>
</tbody>
</table>

Other Matters

Students with disabilities who qualify for academic accommodation must provide a letter from Disability Services (DS) and discuss specific needs with me 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.

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/

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.
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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 CULearn: https://culearn.colorado.edu

Jan 16
Introduction to course

Jan. 18
Read syllabus; turn in course questionnaire
Read Agency Questionnaires posted on CULearn: https://culearn.colorado.edu
Please note: DO NOT contact agencies until you are assigned to one
Read the websites of the five agencies that interest you the most
Complete the Chronicle of Philanthropy homework assignment; begin student presentations
Overview of Philanthropy

Jan. 23
Overview of Philanthropy continued
Class logistics: preliminary student pairs and time slots
Continue student presentations of Chronicle of Philanthropy assignment

Jan. 25
Resume draft due (# copies TBA); workshop drafts

Jan 30
Civic Autobiography due
Begin readings of autobiographies

Feb. 1
Agencies assigned; continue readings of autobiographies
Students to schedule first meeting with agency supervisor for next week
Begin work on cover letter

Feb. 6
Cover letter draft due (# copies TBA); workshop cover letters
Send revised cover letter and resume to supervisor
Read "Seeing What I Say" by Bickman, posted on CULearn
Read “Reflection in Service Learning” by Bringle and Hatcher, posted on CULearn
Discussion questions due

I'm finalizing dates for guest speakers; the rest of the schedule will be posted soon.