WRTG 3020-056: Grant Writing-Service Learning
Program for Writing and Rhetoric
Fall Semester 2010
TR 8:00-9:15, Hum 160
Dr. Christine Macdonald, Senior Instructor

Course Office Hours and Contact Information

Office: ENVD basement, just off the main lobby area for the PWR; 303-735-5258
Office Hours: TR 11:00-12:15, and by appt.
Mailbox: PWR main lobby, ENVD basement (a wooden shelving unit on the right as you enter the room)
Messages: call me during office hours; outside of office hours the best way to reach me is by email:
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Course Overview

Grant Writing-Service Learning introduces students to the professional genre of grant writing, situated within the field of philanthropy. Through classroom instruction and reading assignments and through student engagement with a local non-profit agency, the course integrates classroom and experiential education via a “course-based, credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”

Students develop critical thinking and writing skills through a series of assignments that require attention to the rhetorical strategies required in professional grant writing and required in academic writing, through a critical inquiry research project based on your choice of an ethical question in the field of philanthropy. The course teaches the different research methods required for non-profit fundraising and scholarly inquiry. Taught as a writing workshop emphasizing critical thinking, revision, and oral presentation skills, the service-learning portion of the course focuses on student completion of a grant proposal for a local non-profit agency and effective communication with multiple stakeholders.

Colorado Commission of Higher Education Criteria

This 3000-level writing seminar satisfies upper-division core requirements in the College of Arts & Sciences because it extends student rhetorical knowledge and writing skills by engaging theoretical perspectives and addressing specialized disciplinary communities. This upper division seminar is part of the state-wide “Guaranteed Transfer” pathway of courses. Thus, this course meets the goals of an Advanced Writing course (GT-CO3) through:

Rhetorical Knowledge: The course situates grant writing within the field of philanthropy in the United States. Key texts that will guide our discussions of the current state of the profession include selections from The Chronicle of Philanthropy. Scholarly articles on service learning theory will help you situate experiential learning into a theoretical framework. For guidelines on writing within the professional genre of grant writing we will refer to Andy Robinson’s Grassroots Grants. In addition to working closely with a non-profit professional through your service learning placements, students also will have the opportunity to engage guest speakers who will provide additional avenues for you to acquire rhetorical knowledge from professionals in the field.

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**Writing Process:** The course provides multiple opportunities for you to understand audience-centered writing by focusing on peer review of work in progress, in addition to gaining feedback on drafts of your grants from your non-profit supervisors. You also will develop advanced information literacy skills needed for your particular grants (such as use of government databases for demographic data), and for your ethical inquiry research paper.

**Writing with Technology:** as part of the writing process, the course deepens students’ facility with the research methods and tools necessary for discipline-specific research in various online databases, as well as with uses of technology specific to the writing and revision process, such as editing and comment tools within word processing programs.

**Writing Conventions:** The documents you will write for the course will introduce you to the genre conventions of grant proposal writing (letter of inquiry, abstract, narrative summary of goals, objectives and methods, project evaluation, budgets), and how to use specialized vocabulary appropriate to your non-profit, while still making your proposal accessible to general audiences.

**Effective Communication Strategies:** Assignments in the course are geared to real-world audiences, including non-profit professionals, board members, granting agencies, and potential employers. The Ethical Inquiry Project requires students to delve deeply into the scholarly literature appropriate to the question you have chosen, in order to craft a review of the literature appropriate to the discipline.

**Required Texts**

*Grassroots Grants*, 2nd ed., by Andy Robinson. Covers both the processes and conventions of professional grant writing, as well as rhetorical strategies appropriate for different types of funders.

**Library Research Tutorial:** [http://ucblibraries.colorado.edu/pwr/public_tutorial/home.htm](http://ucblibraries.colorado.edu/pwr/public_tutorial/home.htm) A series of exercises designed to help students conduct scholarly research.

**Articles and Assignments on CULearn:** [https://culearn.colorado.edu](https://culearn.colorado.edu). These will include articles in the scholarly literature on the nonprofit sector, those from the *Chronicle of Philanthropy* and those on the scholarship of engagement and service learning. Student participation on the course electronic discussion page will be required.

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).

**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
Assignments
The course implements three assignment sequences that develop concurrently:

Grant Writing Assignment Sequence, 40% of Total Grade
Students working in pairs at the same non-profit will write individual grant proposals, teaching you how to adapt similar information to different audiences.

Agency and Project Analysis. A short memo in which you describe the project for which you plan to raise funds, how the project contributes to the agency’s mission, how it benefits the agency’s constituents, why it is important, and why it is feasible. 10%

Annotated Bibliography of Funding Sources. After learning how to use grant databases, you will produce a short list and description of potential funding sources for your non-profit agency. 5%

Matching Memo. A short memo requiring you to provide a detailed rationale for why the particular granting agency to which you will apply (e.g., a foundation), is a good match for your project and non-profit agency. 10%

Grant Proposal. A proposal requesting funds that provides a strong rationale for why the project will benefit the community. You will sharpen your rhetorical skills by writing a persuasive argument geared to a specific audience (the granting agency), and tailoring your argument to the requirements of the individual Request For Proposals. 15%

Critical Inquiry Assignment Sequence, 35% of Total Grade

Ethical Inquiry Project. You will have the opportunity to explore an ethical question in the field of philanthropy or service learning that is of interest to you. The question must be ethical in nature and thus have no clear-cut right or wrong answer or solution. Discussion of class readings and in-class writing exercises will help you generate ideas; detailed assignment sheets will be provided. The project will include a research proposal, annotated bibliography and oral presentation, which together will comprise 15% of the total grade.

Final Portfolio. The Final Portfolio will include a reflective self-analysis of what you have learned in the course. The portfolio should include and comment upon a selection of short writing assignments and in-class writing exercises from the course, along with a written synthesis of the Ethical Inquiry Project that complements and extends the oral presentation. A detailed assignment sheet will be provided. 20%

Theory and Practice of Philanthropy and Service Learning, 25% of Total Grade
These short assignments help students develop professional materials and professional relationships with their nonprofit agency supervisors. Students will choose to include a selection of these in their final portfolio, with commentary and (if desired) revision. Together these assignments will comprise 15% of the total grade and include:

Civic Autobiography. A short essay in which you explore the congruence and separation of your academic, civic and personal lives.
Resume and Cover Letter. Submitted as a formal introduction to your agency supervisor.
Informational Interview with Supervisor. Learn about your supervisor’s career path.
Communication Memo. A memo created with input from your agency supervisor, clarifying communication channels and other expectations of the semester’s collaboration.
Reading Reflections & Homework. These include written responses to the course readings; you will include a selection of your strongest homework assignments and writing exercises in your Final Portfolio.
Class and Agency Participation. Oral and written responses to peers’ papers, participation in class workshop, timely submission of drafts, contribution to class discussions, professional conduct with your non-profit agency, attendance, etc. 10%

Attendance Policy
Typically, students in this course rarely miss class; it is, after all, an engaging experience! Class time is for the exchange of ideas and for deepening your understanding of the readings, writing strategies and conventions. If you don’t attend class, you won’t get much from the course; thus, I have an attendance policy: each absence after 3 ABSENCES (1.5 weeks of class) will drop your class participation score. If you miss 6 classes, you will earn a zero for class participation. For each absence after 6, students can expect their course grade to further drop by one third (B- to C+ for example). Students missing 9 classes or more may fail the class. An absence is an absence: 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; text messaging in class or any non-course related electronic activity conducted in class counts as an 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 from a classmate 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.

Peer Review of Papers (Workshop)
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.

Late policy for paper drafts: late drafts of your papers will affect your grade. Some class periods will require that you bring multiple copies of paper drafts to class, and some class periods will require that you post a draft electronically—please read the assignment sheets and follow the directions. Drafts brought in the wrong format will count as late.

Drafts also count as late if they are missing, incomplete (e.g., three pages when the full draft should be five), or you bring an insufficient number of hard copies to class for your group members (when hard copies are required), or you send the paper electronically after class has begun (when electronic copies are required) for the class period in which they are due (e.g. class begins at 8 a.m. and you post your paper at 8:05 a.m.). Late drafts will cause the final paper to be marked down by one-third for each instance (A- to B+, for example). Repeated late work will lower your final grade for the course, 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 weighed in the final grade will be evaluations by your agency supervisor and by your peers, regarding the quality of your comments on workshop drafts. 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 resides with the Instructor.
**Service Learning Protocol**

Enrollment in this course 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 partner (if applicable)

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.

**Communication**

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 your check your CU account.

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.

**The Writing Center**

CU-Boulder has an outstanding Writing Center where you can receive extra help with your writing. You can bring in papers from any class (not just a writing class), and you don’t even need a draft: you can bring in your assignment sheet and brainstorm thesis ideas with the Writing Consultant to get your paper off to a strong start. Consultants provide feedback and advice on all aspects of writing, including development of ideas, organization, the clarity of your language, and so on. They won’t “fix” your papers, but if you need help at the sentence level they will help you identify patterns of error and help you learn to correct them.

Planning ahead is key: the Writing Center is popular and appointments fill up. See [http://www.colorado.edu/pwr/writingcenter.html](http://www.colorado.edu/pwr/writingcenter.html).

Hint: I’ve heard that if you can’t get an appointment, you might try stopping in at the top of the hour to see if there are last-minute cancellations.

**Campus Policies**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the [academic integrity policy](http://www.colorado.edu/policies/honor.html) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member (including but not limited to failure of the course) and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Papers may be submitted to Turn-it-in.com. Other information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and at [http://www.colorado.edu/academics/honorcode/](http://www.colorado.edu/academics/honorcode/)

If you qualify for accommodations because of a [disability](http://www.colorado.edu/disabilityservices), please 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 two weeks in advance and make arrangements to make up the work.
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

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.

Aug. 24  Introduction to course

Aug. 26  Read entire syllabus and turn in student course questionnaire (both are posted on CULearn)
Read Agency Information Forms posted on CULearn: https://culearn.colorado.edu
Please: 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

Aug. 31  Overview of Philanthropy continued
Read “The Concept of Civil Society” (including Introduction), on CULearn
Homework due
See Homework sheet for full reading assignment, posted on CU Learn
Class logistics: preliminary student pairs and time slots
Continue student presentation of Chronicle of Philanthropy assignment

Sept. 2  Civic Autobiography due (see assignment sheet under Theory & Practice of Philanthropy and Service Learning on CULearn)
Begin in-class readings of autobiographies

Sept. 7  Continue readings of autobiographies
Student pairs and list of choices due today
Read “In Search of America’s Best Nonprofits” on CULearn
Homework due
Sept. 9  
**Resume draft due** (Group 1); workshop drafts  
Agencies assigned;  
Continue readings of autobiographies  
Students to schedule first meeting with agency supervisor for next week

Sept. 14  
**Resume draft due** (everyone besides Group 1)  
**Cover Letter draft due** (everyone—see assignment sheet)  
Workshop  
Read "Reflection in Service Learning..."  
by Bringle and Hatcher, posted on CULearn  
Discussion questions due; see homework assignment on CULearn

Sept. 16  
Read selection of articles on CULearn (see homework assignment on CULearn)  
Begin generating ideas for Ethical Inquiry Project (EIP)  
Practice notetaking and idea-generation techniques  
Homework due

Sept. 21  
Read selection of articles on CULearn (see homework assignment on CULearn)  
Continue generating ideas for Ethical Inquiry Project (EIP)  
Practice notetaking and idea-generation techniques  
Homework due

Sept. 23  
Read selection of articles on CULearn (see homework assignment on CULearn)  
Continue generating ideas for Ethical Inquiry Project (EIP)  
Practice notetaking and idea-generation techniques  
Homework due  
Begin individual student conferences outside of class on EIP (see assignment sheet under Critical Inquiry Assignment Sequence on CULearn)

Sept. 28  
**First Draft Agency and Project Analysis (APA)** due (see assignment sheet under Grant Writing Assignment Sequence on CULearn)  
**Meet in Library in E303 for session on Colorado Grants Guide**  
Skim Chapter 5 in *Grassroots Grants*; see esp. pp. 63-66  
Continue individual student conferences outside of class on EIP

Sept. 30  
Workshop APA, peer reviews due  
See peer review guidelines & reading assignment, on CULearn  
**Write-up of Informational Interview with Supervisor** due  
Continue individual student conferences on EIP

Oct. 5  
**GUEST SPEAKER:** Noah Atencio, Assistant Vice President, Grants Program, Daniels Fund  
Questions due  
Study Daniels Fund Website  
Read about the Fellowship program on the El Pomar Website:  
[www.elpomar.org](http://www.elpomar.org)  
See:  What we do→Programs→Fellowship  
**Final Draft APA** due  
**Communication Memo** due (signed)  
Read Chapter 3 in *GG*

Oct. 7  
**Annotated List of Funding Sources** due  
Email funding sources to your supervisor  
Discuss EIP Research Proposal and Matching Memo
Oct. 12  **EIP Research Proposal due**  
In-class research session on keywords  
Complete the Library Research Tutorial, Parts 1 (Think), 2 (Find) and 3 (Evaluate)  
The tutorial is online at: http://ucblibraries.colorado.edu/pwr/public_tutorial/home.htm  
Email research requests this week for next week’s library session

Oct. 14  **Matching Memo Draft due**  (see assignment sheet on CULearn)  
Workshop MM

Oct. 19  Workshop MM  
See peer review guidelines & reading assignment, on CULearn  
Read “Program Evaluation and Program Development” on CULearn

Oct. 21  Library Session with Govt Librarian and your nonprofit supervisors! 😊  
Meet in Norlin Library, room E303

Oct. 26  **Final Draft Rhetorical Goals Memo due**  
Discuss Colorado Common Grant Application

Oct. 28  **EIP Annotated Bibliography due**  (see assignment sheet)  
Read Chapter 7, *Grassroots Grants*

Nov. 2  **Draft of Grant Due, Group 1**  
Discuss readings – see assignment on CULearn

Nov. 4  Catch up day; no class meeting  
Prepare peer reviews and drafts of your grant

Nov. 9  Workshop drafts for Group 1; peer reviews due  
**Draft of Grant Due, Group 2**

Nov. 11  Workshop drafts for Group 2; peer reviews due

Nov. 16  **Revision of Grant Due, Group 1** (include the RFP)  
Read Chapter 10 *GG*; additional readings may be assigned

Nov. 18  **Revision of Grant Due, Group 2** (include the RFP)  
Discuss course portfolio;  
In-class writing exercises (to help develop portfolio)

Happy Thanksgiving!

Nov. 30  Ethical Inquiry Project presentations and discussion, group A  
Draft thank you note to agency supervisor

Dec. 2  Ethical Inquiry Project presentations and discussion, group B

Dec. 7  Ethical Inquiry Project presentations and discussion, group C

Dec. 9  Ethical Inquiry Project presentations and discussion, group D

Dec. 10  **Portfolios due** in my faculty box in ENVD by noon