WRTG 3020-055: Grant Writing, Service-Learning Program for Writing and Rhetoric
Fall Semester 2011
TR 8:00-9:15, Hum 160
Dr. Christine Macdonald, Senior Instructor

Office Hours and Contact Information
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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 nonprofit 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 called for in professional grant writing and required in academic writing, and through a research project based on their choice of an issue 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, The Nonprofit Sector: A Research Handbook, eds. Walter W. Powell and Richard Steinberg, Ethical Fundraising: A Guide for Nonprofit Boads and Fundraisers, by Janice Gow Pettey, Civil Society, Philanthropy, and the Fate of the Commons by Bruce R. Sievers, and The Jossey-Bass Handbook of Nonprofit Leadership and Management, ed. Robert D. Herman. Scholarly articles on service learning theory will help students 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 their service learning placements, students also will have the opportunity to engage guest speakers who will provide additional avenues for students to acquire rhetorical knowledge from professionals in the field.

Writing Process: The course provides multiple opportunities for students to understand audience-centered writing by focusing on peer review of work in progress, and by directing their grants to a particular funder. In addition, students will gain feedback on drafts of grants from their non-profit supervisors. Students also will develop advanced information literacy skills needed for particular grants (such as use of government databases for demographic data), and for their academic 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, such as the Colorado Grants Guide and the Foundation Directory for funding sources, and Statistical Abstracts and American FactFinder for online research data. The course also will utilize technology specific to the writing and revision process, such as editing and comment tools within word processing programs, PDF annotation tools, and an interactive online message board.

Writing Conventions: Course assignments will introduce students 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 their non-profit, while still making 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 academic research paper requires students to delve deeply into the scholarly literature appropriate to the issue they 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      A series of exercises designed to help students conduct scholarly research.

Articles and Assignments on CULearn:  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 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, learning how to adapt similar information to different audiences.

- **Proposal Outline.** 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 (goals, objectives, methods). 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 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 Request For Proposals. 15%

**Critical Inquiry Assignment Sequence, 40% of Total Grade**

- **Academic Research Project.** You will have the opportunity to explore a question or issue in the field of philanthropy or service learning that is of interest to you. The question must 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 20% of the total grade.

- **Final Portfolio.** The Final Portfolio will include a written synthesis of the Academic Research Project that complements and extends the oral presentation. In addition, the Portfolio will include a reflective cover letter, which serves as an 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. A detailed assignment sheet will be provided. 20%

**Theory and Practice of Philanthropy and Service Learning, 20% of Total Grade**
These short assignments help students develop professional materials and professional relationships with their nonprofit agency supervisors. Students may choose to include a selection of these in their final portfolio, with commentary and (if desired) revision. Together these assignments will comprise 10% 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 and summarize 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 these homework assignments and writing exercises in your Final Portfolio.
Class 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, and attendance. 10%

Late Work

Late policy for homework: late homework will be accepted for half-credit if it is turned in by the class period following the original due date. Repeated late work will lower your final grade for the course, regardless of the total of your individual assignment grades. Plan ahead: computer or printing problems do not excuse late work.

Emailed homework: You mail email me one (1) homework assignment and earn full credit, as long as it is emailed before the beginning of the class period in which it is due and you bring me a hard copy when you are able to return to class. Subsequent emailed homework assignments will earn half-credit only, even if they are emailed before class begins.

Late policy for paper drafts: for papers assigned to be workshopped, late drafts interfere with your workshop group’s ability to function; thus, late drafts of your papers will affect your grade more severely than late homework. 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—you need to 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.

Attendance Policy

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 total course grade to further drop by one third (B- to C+ for example). Students missing 8 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. 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.

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 help you succeed, 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.

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 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 and at http://www.colorado.edu/academics/honorcode/

If you qualify for accommodations because of a disability, 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. 23  Introduction to course

Aug. 25  Read entire syllabus (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. 30  Overview of Philanthropy continued
Read “The Concept of Civil Society” (including Introduction), on CULearn
Homework due (see “Assignments” link on CULearn)
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. 1  Civic Autobiography due (see assignment sheet under “Assignments” on CULearn)
Begin in-class readings of autobiographies
Read Clayton, Chapter 1, “Introduction to Service Learning”—you do not need to write out answers to all questions at the end of the chapter; check assignments page on CULearn
Continue student presentation of Chronicle of Philanthropy assignment

Sept. 6  Continue readings of autobiographies
Student pairs and list of choices due today
Read “Nonprofit Organizations and Social Institutions” on CULearn
Homework due
Sept. 8  Read Clayton, Chapter 2, “Introduction to Critical Reflection”—you do not need to write out answers to all questions at the end of the chapter; check assignments page on CULearn
Continue readings of autobiographies
Agencies assigned
Students to schedule first meeting with agency supervisor for next week

Sept. 13  **Resume & Cover Letter draft due;** workshop drafts in class
Read pp. 34 and 48-50 in Grassroots Grants (GG)
Looking ahead: discuss grant proposal outline

Sept. 15  Read “In Search of America’s Best Nonprofits”
Read Clayton, Chapter 3, “Critical Reflection Fundamentals”
Read Elbow & Belanoff, “Sharing and Responding”
Homework Due
Begin generating ideas for Academic Research Project (ARP)

Sept. 20  Read Chapter 4 in Grassroots Grants
Prep for Proposal Outline; prepare 1-4 p. 34 in Grassroots Grants
See assignment sheet; workshop responses in class

Sept. 22  Read selection of articles on CULearn (see assignment on CULearn)
Read Chapter 5, Grassroots Grants (skim)
Continue generating ideas for Academic Research Project (ARP)
Practice notetaking and idea-generation techniques
Homework due

Sept. 27  Proposal Outline due
**Meet in Library in E303** for session on Finding Funding Sources

Sept. 29  Read Chapter 7 in Grassroots Grants
**Write-up of Informational Interview with Supervisor due**

Oct. 4  Read Chapter 8 in Grassroots Grants (excerpts; see assignment sheet)
Read website for Sister Carmen Community Center:
http://www.sistercarmen.org/
**Communication Memo due (signed)**
Consult w/ supervisor about which funder to apply to (need this info for Matching Memo)

Oct. 6  Annotated List of Funding Sources due
Guest Speakers: Dee Zucco, Development Director; Erin Schultz, Donations Asst.
from Sister Carmen Community Center
Bring questions for class discussion

Oct. 11  Read selection of articles on CULearn (see assignment sheet)
Study Daniels Fund Website: http://www.danielsfund.org/
Read about the Fellowship program on the El Pomar Website: www.elpomar.org
See: What we do→Programs→Fellowship

Oct. 13  **Matching Memo Draft due** (see assignment sheet on CULearn)
Guest Speaker: Noah Atencio, Assistant Vice President, Grants Program, Daniels Fund
Bring questions for class discussion
Oct. 18  Workshop Matching Memo
See peer review guidelines & reading assignment, on CULearn

Oct. 20  Library Session with Govt Librarian and your nonprofit supervisors! 🌞
Meet in Norlin Library, room E303

Oct. 25  Final Draft Matching Memo due
Discuss Colorado Common Grant Application

Oct. 27  Research Proposal for ARP due (see assignment sheet)

Nov. 1   Read “Program Evaluation and Program Development” on CULearn
(excerpts, see assignment sheet)

Nov. 3   Draft of Grant Due, Group 1
Catch up day; no class meeting
Prepare peer reviews and drafts of your grant

Nov. 8   Workshop drafts for Group 1; peer reviews due
Draft of Grant Due, Group 2

Nov. 10  Annotated Bibliography for Academic Research Paper due
Workshop drafts for Group 2; peer reviews due

Nov. 15  Revision of Grant Due, Group 1 (include the RFP)
Discuss Final Portfolio and oral reports
In-class writing exercises

Nov. 17  Revision of Grant Due, Group 2 (include the RFP)
Discuss Final Portfolio and oral reports
In-class writing exercises

Happy Thanksgiving!

Nov. 29  Research Project presentations and discussion, group A
Draft thank you note to agency supervisor

Dec. 1   Research Project presentations and discussion, group B

Dec. 6   Research Project presentations and discussion, group C

Dec. 8   Research Project presentations and discussion, group D

Dec. 9   Portfolio due in my faculty box in ENVD by noon

Have a great winter break!