Texts


Data storage device (thumb drive, external hard drive, stone tablet and chisel, etc.

Course Description and Tentative Syllabus

**Catalog description:** Introduces students to the grant writing process and provides them with experience writing actual grant applications on behalf of local non-profit organizations.

**My description:**

English 4321 is an intense seminar intended to teach you the Grant Writing process and to provide you with actual experience writing real, submitted-to-funding-agency grants. The ability to write grants is a highly marketable skill, especially in today's political climate, which finds governments withdrawing support from education and health care, resulting in an increased need for non-profit groups to find additional financial support. In the seminar, students will learn the basics of grant writing, including needs assessment, identifying potential funding sources, creating goals, and identifying assessment plans. A large group project will involve the entire class in the creation of a significant grant proposal on behalf of a local community service or government agency, and, later in the semester, each student will write a smaller grant for a local agency. A student who completes this course will know how to write a grant and will be able to list actual grant writing experience on her or his resume.

**Student Learning Outcomes (SLOs)**

By engaging in the course activities, students will

(1) identify a need or problem by describing the factors involved

(2) generate a viable solution to the need or problem
(3) create a document that reflects an effective interweaving of purpose and audience.

(4) Demonstrate an understanding of the grant writing process.

(5) Create two ready to submit grant applications on behalf of a local non profit agency.

**Writing Workshop**

This class is designed as a hands-on writing workshop class. You will have an active role as you work on the phases of each project and respond to the work of your classmates. Also, from your classmates you will receive feedback for your work. Please note that this is the way ‘real world’ writing works—you write something, you get feedback, often from a supervisor, you re-do it, and then you turn it in.

This class is designed to give you experiences that are similar to those you will experience in a professional workplace. Involved in a professional work setting is deciding what tasks you will do, when you will complete those tasks, how you will gather resources, and how you will complete the tasks. This class will require regular communication between you and me, you and your other classmates, and you and university and community sources you will need to contact in order to gather information.

Because of this approach, you need to be in class. You will treat this class as YOUR WORKPLACE, and you will work on your assignments regular and independently. Writing is an active process, and the more you actively participate, the better results you will see in your writing progress. Missed deadlines are the equivalent to not showing up for work.

"Attendance" In an Online Course

This class is offered online to give people who, for whatever reason, find it more convenient to work from a computer than to "come up" to campus.

Although we do not have formal class meetings, things have to be done on time, as they are found in the class schedule This is just the same as it would be if you are in a regular class that meets 10 am MWF. I mention this because some students "forget" they have an online course,
and try and do the work sporadically, trying to "load up" and trying to attempt the work in a few "bursts of activity."

You will need to log into this class and complete work 3-4 times per week. And just so you know if advance, Blackboard, our course management software, monitors how many times you log in per week, how long you were on, and what you are doing.

This method does not work because an online course is just as much work as a regular class. You have to "keep up," you have to ask questions of your professor if you need a course concept clarified, and, as with any other writing course, there is peer review. Your work has to be posted on time (so people can read and respond to your work), and reading and responding to the writing of others is part of the regular business of what we do.

CLASS DISCUSSION in an online course is "posting" in discussion forums. Your work needs to appear in these discussion forums regularly, depending on what the assignment--you might be asked to post an "in class" writing, you might be asked to respond to the writing of someone else, or you might be asked to comment on a reading, video, or other piece of information about writing in the nonprofit world.

This is NOT a correspondence course, or a "Work at Your Own Pace" course. An online course gives you the freedom to work at your own convenience--you can do your work at 2 o'clock in the morning or over your lunch hour--but, like any other course, it has real deadlines, with real due dates. I mention this because, in the past, some students have confused online courses with correspondence courses or other "do it when I can courses" and have tried to pack all the assignments into a few days at the end of the course. These students were not successful; e.g., they did not pass.

**Office Hours in an Online Class**

*Just as you need to communicate with me regularly to succeed, I have a responsibility to keep the lines of communication open with you.* This can happen in a variety of ways:

1. You can call me during my office hours if you want to insure you can speak to me directly. Or, you can leave a voice mail. I'm quite good about returning phone calls--but make sure you leave a number I can call you back it.
2. I will keep "online office hours," which means I will be in a "chat room" on Blackboard where you can speak to me "Live." I will also be on Skype and Twitter during my online office hours; you can contact me via either medium. My ID for both is TechWriteDrE
3. You can e-mail me. I'm good about returning e-mails in a REASONABLE amount of time
(no later than the next BUSINESS day), but I don't monitor my e-mail 24-7, and I spend time with my family on the weekends, so if you leave me an e-mail on Friday afternoon, you might not reasonably hear back 'til Monday morning.

4. If it's convenient for you, you can come see me in my office.

5. I do make appointments, even outside of regular hours, with advance notice.

**Facebook:** The class has a Facebook group. You can access it at https://www.facebook.com/groups/201523576864435/ or by using the Facebook “Search Bar” and typing in “English 4320 Writing for Nonprofits.” You may have to ask ‘permission’ to join; if you do so, I’ll be glad to let you in.

You can use this to ask questions of each other, share interesting ideas, post clips of protest lit you have found, and to otherwise communicate with your classmates and me. You are not required to join this group; but it might enhance your learning experience if you do. All materials and announcements will be made by regular e-mails. Many students find these groups helpful because they can post a question and, often, another student will have a similar question and they can talk the ideas through.

Although Facebook is a way to communicate with me, I do not “friend” current students on Facebook. If you send me a request, please do not be insulted if I do not respond. I maintain both a personal and professional presence on the social media, as should you. Do you really want me to see your pictures of what you did last weekend, esp. if we have a paper due and you might have studied more?

**The Grant Writing Process**

This class will examine and will give you practice with the process through which grant proposals are written. Elements of this process include learning:

- What various types of granting agencies exist
- What types of grants are available
- Who can apply for which grants
- How to help an organization identify and document its needs
- How to write an effective grant proposal
- How to create clear goals and objectives
- How to develop means for an agency to evaluate itself--so the granting agency can be sure its money is well spent
- How to address the issue of "sustainability"--what happens when the grant money runs out
- How to appeal to the very specific audience of granting agencies
- How to insure all elements of a grant proposal are met
- How to format your grant proposal so it meets the funding agency's specifications
- How to work in a grant writing team
- How to work both with funding agencies and with local non-profit or other agencies which need grants
- How to ask LOTS of questions when you don't know the answer
- Grant-related research techniques

What
to do if your proposal is funded
What
to do if your proposal isn't funded

Grades

Your grade will consist of the following elements:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Memorandum</td>
<td>5%</td>
</tr>
<tr>
<td>Responsibility</td>
<td>10%</td>
</tr>
<tr>
<td>Abstract Reflections</td>
<td>20%</td>
</tr>
<tr>
<td>Large Group Project</td>
<td>40%</td>
</tr>
<tr>
<td>Individual Grant Project</td>
<td>25%</td>
</tr>
</tbody>
</table>

I'll discuss each of these individually.

Planning Memorandum

Your planning memo, which is described more fully [here](#), asks you to introduce yourself, to share your writing history, to outline what you hope to accomplish in the course, to explain what you are going to contribute to the Large Group Project and how you are going to go about working on it, and to explain, in detail and with contact information, what grant your are undertaking for your Individual Project.

Responsibility

This class is a writing workshop. That means that the single most important thing you will do all semester is to show up prepared and ready to work. We are also going to actually write two grants—a large one for the Food Bank of Corpus Christi, and a smaller one for an agency of your choosing. In other words, we are doing "real" work for the "real" world. Not only are your classmates depending on you, but the agencies for which we write are depending on you as well. You need to contribute regularly to the business of the class.

Abstract Reflections

This isn't some new form of art that Andy Warhol invented. We'll be reading two "how to" books about grant proposal writing. Each week, I'll ask you to write an "Abstract Reflection," which does two things. First, you need to abstract the readings--in 1-2 pages, present the main points of each reading. Then, you need to reflect--what did you find interesting, what did you agree with, what didn't you agree with, what didn't you understand? In other words, present what was said--the ability to abstract a piece of writing is an essential professional writing tool--and then tell me what you thought about what was said. *Abstracts are due on Friday and cover THAT WEEK’s reading.*

Large Group Project

As a group, we will write a grant proposal for the Food Bank of Corpus Christi. Each of us will
be assigned a separate portion of the grant proposal, one for which you and your group will be responsible. You will be graded on the quality of your individual grant section, on your contribution to that section, on your contribution to the grant as a whole, and on your reflective essay in which you write about what you learned from the process and in which you evaluate the group as a whole.

**Individual Project**

In addition, you will, on your own, write an individual grant for a local non-profit agency. You can find a long list of possibilities on the Projects Opportunity Page. The list is thorough but not exhaustive; if you know of a local group of agency which needs a grant proposal written, talk to me--it very well might be the kind of project that would work well for this class. For this project, you will need to follow and document all of the steps listed in Winning Grants Step by Step. You will also need to write a reflective memo in which you examine the writing process you underwent and what you learned from the process.

**Course Policies**

**Late Assignments**

Late assignments must be accompanied by a cover letter that explains why it is late. Keep in mind that in the workplace there would be serious consequences for turning in papers/projects late. Based on your letter, I will determine how much to deduct from your grade.

**Academic Honesty**

I will follow the policy that appears in the university catalogue. Plagiarism, which is “the presentation of work of another as one's own work” is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that apply. If you are unsure of how to document or properly use information, please check with me WELL BEFORE THE PAPER IS DUE. Also, know that I have some heavy-duty anti-plagiarism web applications, so you'll probably get caught. If you have questions or doubts about what constitutes a breach of integrity, a violation of policies or a proper citation, it is important that you consult with me. The SMALLEST penalty you will get if
you are caught is a zero on the project; you could, potentially fail the course, and, if you have plagiarized in other classes, you may face disciplinary action by the university.

I only feel it fair to notice that this issue is something the university is "Hot and Bothered" about right now, and that, if we suspect something, we are now REQUIRED to notify the administration. This isn't something we can keep "in house" any more.

All of this can be avoided simply by doing your own work to the best of your ability.

Resources

1. **Writing Center.** The Writing Center, part of Texas A&M University-Corpus Christi’s Center for Academic Student Achievement (CASA), provides free help for students at any stage in the writing process. Writing center consultants are trained to work with writers one-on-one to help them find ideas, organize their thoughts, cite sources, and succeed at all aspects of the writing task. The writing center works closely with faculty across campus to understand the writing projects they assign and to help students meet the expectations of those assignments. The writing center is located in the Glasscock building. Both drop-in and scheduled appointments are available. More information, including hours of operation, is available at http://casa.tamucc.edu/wc.php.

2. **Disability Services.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.
   If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Reminder to English Majors

As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyzes, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.
Grade Appeals Process

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

A Note on Reading Assignments

Readings must be completed by the date noted. Some of the readings are lengthy. To avoid falling behind, you will need to determine how much time you require to get the reading done and build that time into your schedule. It is a good idea to use the weekends (and class days without reading assignments) to get ahead in your reading.

Reading and Assignment Schedule

Note: This schedule is tentative and is subject to change. Readings need to be completed before coming to class that day. "McElrath" refers to Winning Grants Step by Step. "K&S" refers to The Only Grant-Writing Book You’ll Ever Need

Week One:


Part One: The Food Bank Grant

Week Two:

**Week Three:**

**Week Four:**

**Week Five:**

**Week Six:**

**Week Seven:**

**Week Eight:**

Joyous yet tasteful Spring Break celebration of the completion of the Food Bank

**Part Two: Your Individual Grant**

(Note: I will work with each of you individually so that we can develop a set of due dates for this project. These will depend upon your client, your project, and the funding agency you are writing to.)

**Week Nine:**
Begin working on your individual grant application in earnest! More on funding sources. McElrath, Apendix A, K&S, Appendiz 4. Which funders would be good sources for your individual project application? Why? Detailed proposal for your individual project due. After this date, you may not
change your project!

**Week Ten:**

Working with Funders. McElrath, Step 2. **Abstract Due.** Needs statement due for your individual proposal.

**Week Eleven:**

Work on goals and objectives. Goals and objectives for your individual proposal due.

**Week Twelve:**


**Week Thirteen:**

Complete questionnaire on pp 43-6 of McElrath. Sustainability--what will your group do when the money runs out? McElrath, Step 7. **Abstract Due.** Determine if the agency you are writing a proposal for needs to address this issue-- if so, it will have to be part of your final proposal. Work on your program's budget.

**Week Fourteen:**

Program budget due. Collect the organizational background information required by your grant, including a cover letter for your grant. Organizational background information is due.

**Week Fifteen:**

Collect all necessary information to complete the individual grant. Meet with your contact person so she or he can help you assess your performance. **Complete Grant Packages due.**

**Week Sixteen (finals week):**

**Reflective Memo on your individual grant proposal due.**

**Note:** We will not have a formal final examination in this course. Your final grade will be posted on SAIL.

**In Conclusion**

This should be a worthwhile and even enjoyable class. You can count on me to make class as interesting and as stimulating as possible. Finally, I am here to help you, but I cannot do so unless you let me know when you need help. Communicate.