



English 341.02W: Technical Communication (Online)
Grant Writing
COURSE SYLLABUS: Fall 2012
Dr. Shannon Carter

Instructor: (Shannon Carter, PhD – Associate Professor)
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Ellen Karsh and Arlen Sue Fox. *The Only Grant-Writing Book You'll Ever Need*. Basic Books, Perseus Books Group. 3rd edition. 978-0-465-01869-7.

Beverly A. Browning. *Grant Writing for Dummies*. Wiley Publishing. 3rd edition.
978-0-470-29113-9

NOTE: Assignment handouts including grading criteria use the page numbers and textual information from the third editions of both textbooks. If you acquire an earlier or later edition, you'll have to work with indexes and me to make sure you are accessing the correct information.

Course Description: English 341 covers techniques of objective reporting on scientific and technical material; principles of technical exposition; study of language uses; writing samples and principles of various technical reports, including abstracts, proposals, and manuals. Prerequisite: English 102. This section focuses on grant writing which incorporates all the major elements of technical communication, and gives students a chance to write for a real-life audience and purpose.

Course Learning Outcomes:

1. Learners will demonstrate that they are active and engaged members of our learning community. This outcome will be assessed by evaluation of posts in the discussion forums and in the peer response assignment.
2. Learners will demonstrate that they have engaged in a writing process that incorporates revision in response to instructor and peer response feedback over the course of the semester. This outcome will be assessed by evaluation of the number and quality of drafts posted in each Grant/Project Dropbox.
3. Learners will demonstrate that they can apply principles from the assigned reading to evaluating their own and selected classmates drafts. This outcome will be assessed by evaluation of drafts and peer responses on classmates' drafts.
4. Learners will demonstrate that they understand the basic elements of grant-writing: identifying their individual or organizational needs; understanding what kind of funding is needed; researching the appropriate sources, and making sense of grant applications. This outcome will be assessed by evaluation of selected drafts posted in each Grant/Project Dropbox.

5. Learners will demonstrate an understanding of the basic elements required for most grant proposals: cover letters or forms, abstracts/executive summaries; table of content; and narratives incorporating problem statements, purpose statements, goals and objectives, and budgets (if required). This outcome will be assessed by evaluation of students' final drafts..
6. Learners will demonstrate an understanding of how to plan and schedule a complex project over the course of a semester. This outcome will be assessed by evaluation of individual progress reports posted in the Progress Report Dropbox.

Student Learning Outcomes:

1. Learners will demonstrate that they can apply principles from the assigned reading to evaluating their own and selected classmates drafts. This outcome will be assessed by evaluation of peer review on classmates' drafts.
2. Learners will demonstrate an understanding of the basic elements required for most grant proposals: cover letters or forms, abstracts/executive summaries; table of content; and narratives incorporating problem statements, purpose statements, goals and objectives, and budgets (if required). This outcome will be assessed by evaluation of students' final drafts.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

1. Students will access and follow all course instructions found in the content area of the eCollege/NExT course.
2. Students will listen to all online lectures. Online lectures are collected on the "Lectures" Page.
3. Students will use the eCollege discussion tool to post to classmates in assigned discussions.
4. Students will complete and submit assignments electronically using the eCollege dropbox tool/tab or assigned discussions.
5. Students will access their grades in the eCollege gradebook, including comments uploaded in eCollege as well as marked on drafts that have been uploaded.

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments.

Each assessment/assignment has a handout uploaded on the Navigation Tree and in Doc.Sharing. The handouts contain detailed information on due dates, objectives, format and structure, along with information on models and resources to use in preparing the assignment. I expect those assignments to be printed out, read, and annotated if necessary. Please ask any questions you have about the assignment handouts in the Virtual Office.

The primary assignments include:

Class Discussions (10%): The Class Discussion unit in our eCollege class contains two graded and one ungraded discussion. Each graded discussion is worth 5% of your grade, and the work is done during Week 1 and 2. The ungraded discussion area is for asking questions about the class. Class discussions are graded on effort and participation and cannot be revised after the deadline for completion.

Progress Reports (15%): You will write two Progress Reports during the semester, with a chance for revision at the end. These reports are written to me, the instructor, reporting on your progress on the semester-long project of writing your grant.

Working Draft of Grant Proposal (30%): Between Weeks 2-7, you will submit working drafts of the various grant elements (see #1-12 below). I will respond to these drafts, which you'll use to create the full grant proposal, a draft of which is due for Peer Review in Week 10. You are responsible for keeping up with these deadlines, submitting them on time and as complete as possible.

The required elements are the following:

	Grant Element	Due
1	Problem Statement	Week 3
2	Purpose Statement	Week 3
3	Introduction to Self/Organization	Week 5
4	Goals & Objectives	Week 3
5	Personnel or Resources	Week 3
6	Abstract/Ex. Summary	Week 5
7	Timeline Chart	Week 5
8	Cover Letter or Form	Week 7
9	Budget	Week 7
10	Appendix	Week 7
11	Graphics (if Any)	Week 7
12	Table of Contents	Week 7

First Draft Grant Proposal for Committee Peer Review: Week 11

Note: All assignments are due by midnight on Sunday of the week on which the item is due. For example, the Problem Statement (due Week 3) should be submitted to the Dropbox in eCollege before 11:59 pm CST Sunday, September 16. I cannot accept late assignments for any reason. If you miss a deadline, expect for me to deduct points for that grant element from the total allotted for the Working Draft of the Grant Proposal (total: 30%). Develop that element anyway, however, as you still need to submit it for the peer review and in its revised and final form at the end of the course.

Peer Review (20%): Writing a successful grant depends on a number of variables, a number of which are beyond your control. However, you can (and should) have a good understanding of how your reviewers will receive your grant application given their stated criteria for said grant. For this reason, a key exercise in this course will be working with a committee of your classmates to offer a substantial, significant review of two grant proposals written by your classmates. This ensures two things: (1) you will leave this class with experience as a reader AND a writer of grant proposals, (2) you will receive useful feedback on your own grant, which you can then use to revise your proposal before submitting it to me for a grade and (hopefully) to a granting agency for competition.

The committees will be assigned later in the term based on your interests, goals, and previous performance. The peer review sessions themselves will take place in Weeks 11 and 12.

Final Draft of Grant Proposal (25%): Your carefully drafted, meticulously reviewed, extensively revised grant proposal will be submitted at the end of the term for a grade. It is my hope you will also submit this to a granting agency. It should be as sharp as it can possibly be at this point. By the end of the term, you will have spent a tremendous amount of time with it. Why shouldn't it be as strong as it can possibly be?

COURSE GRADING

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. I have set up the gradebook with the assignments weighted: your grades will be entered in percentages, which the program will translate to "points earned."

If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email or by posting in the appropriate Dropbox). Please do not post about grades in the Virtual Office which is a public space.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59-lower = F

ACCESS AND NAVIGATION, TECHNOLOGY REQUIREMENTS, TECH SUPPORT

This course will be taught entirely using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Since this course will be offered partially online, special requirements must be considered. First, and perhaps most important, is that the student enrolled in this course must have access to a computer with the necessary software and services. The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

If your computer and internet services do not meet the minimum requirements for eCollege, you are welcome to use any of the computer labs on campus.

Secondly, it is also vital that the student have a working knowledge of the hardware and software they will be using. The Distance Education Department maintains a FAQ page for students taking online and web-enhanced courses. The web address for this information can be found at <http://www.tamu-commerce.edu/itde/FAQs.asp>.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege

Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

If you run into problems accessing eCollege through the standard online class link, try this alternate College web address is: <http://online.tamuc.org>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Students are welcome to meet with me by phone during my office hours (listed at the start of this syllabus) and by appointment, which I welcome and encourage. If you'd prefer to meet with me face-to-face, I am very happy to do so. I'm on campus every Monday and Thursday and often other times during the week as well. Let's set up a time. The only hours I can't meet those days are when I'm in my regular weekly meeting (10:30-12:30) and during other meetings that occur with less frequency. Students may also communicate directly with me via email (shannon.carter@tamuc.edu) or eCollege Virtual Office. I will also respond to questions and comments posted in the discussion section of the course each week.

Please note that students should *not* post questions and comments of a personal or private nature in the Virtual Office or discussion section; those should be considered public forums, which all members of the course can view. Students can expect a response to emails and questions/comments in my Virtual Office within 24 hours Monday-Friday unless I announce that I will be unavailable. I will send emails to students' myLeo address; be sure to check your campus email account frequently.

I post information in the "Class Announcements" section of our online course and send it out via email to make sure students get the information in a timely manner. You are responsible for checking your university email and the Class Announcements at least once a week.

INSTRUCTOR, UNIVERSITY, AND DEPARTMENT OF LITERATURE AND LANGUAGES PROCEDURES/POLICIES

Take some time to read: university faculty have a good deal of latitude in some of their policy areas.

The first set of policy statements are mine.

The second set of policy statements are mandated by the University and Department of Literature and Languages.

By staying in the class after reading this syllabus, you are contractually obligated to meet class requirements and follow *all* class policies.

Instructor Policies

Late Work: Late work will not be given any credit. In this class, "late" means anytime after the No Penalty Zone (NPZ). However, all the Project assignments must be turned in; since revision is built into the class, your best choice is to turn whatever you have in even if it is not perfect.

The weekly due dates are always Friday, at midnight; the No Penalty Zone is Sunday at midnight.

WARNING ABOUT NPZ: always aim to complete your work the midnight deadline; then, if life intervenes, you have a safety net. If you aim to complete your work by the NPZ and life intervenes, which it will, there will be no safety net.

If you have a medical condition or emergency, which affects your ability to do the work for this class, please email me as soon as possible with documentation.

University & Department Policies

Academic Dishonesty/Plagiarism: Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests that you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. Since almost all contact will be take place via electronic means, it is important to be courteous and respectful in responding to ideas that may differ from yours. This is an educational environment, and therefore each student should exhibit a decorum that lends itself to the intellectual exchange of views and ideas.

Literature and Languages Policy on Plagiarism: Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. The Department defines collusion as selling academic products (any written or recorded or pictorial material intended to be submitted to satisfy an academic requirement). You must acknowledge and document all sources (quoted and paraphrased) in your formal report. Documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Intentional and unintentional plagiarism will both result in a failing grade on an assignment, or, in repeated cases, in a failing grade for this class.

Plagiarism or collusion will result in an automatic failing grade on the assignment. A second instance of plagiarism or collusion will result in an automatic F for the class. If you have declared a major, I will notify your Department Head and the Dean of your college of your plagiarism. A report of the incident will also be filed with the Office of the Dean of Students. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

Online resources on plagiarism:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Courtesy: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, conduct).

Drop Policy: The university drop policy has recently changed because of state mandates.

Effective Fall 2008, a course dropped after census date in a term will receive a grade of "Q". Drops with "Q" grade will not affect the GPA overall status, but are counted as attempted hours and count towards the 6 drop rule, three-peat, 45-hour and 30-hour rule. Graduate students are not subject to the six-drop rule, but will have the advantage of the "Q" grade. The date information can be found here and is listed each term in the Schedule:

<http://www.tamu-commerce.edu/home/registrar/dropadd.asp>

A student may drop a course by logging into their myLeo account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLeo section of the Web page.

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignments(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Since this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the eCollege platform. The class platform is available for student access for only two weeks after the close of each semester.

Students with Disabilities:

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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce**
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

COURSE OUTLINE / CALENDAR

SPRING 2012

UNIT I: Introduction

WEEK 1 August 27-August 31

Read: Class Syllabus & All Assignment Handouts
Post: Discussion: 2 posts
 Introduce Yourselves and Brainstorm
 Summary of assignment information & Questions

WEEK 2 September 3-September 7

Post: Finding Grant (Read GWD Chap 22 and OGWB Lesson 2 and find a grant)

UNIT II: Writing First Drafts

This is a list of all the first drafts you will be turning in over the next five weeks along with the relevant chapters/lessons of the two textbooks that apply. I will respond to the first drafts; you will revise as needed and turn in a completed grant proposal, which will be evaluated by me and a committee of your classmates.

	Grant Element	Due	Resources
1	Problem Statement	Week 3	GWD Chapter 14 and OGWB: Lesson 8
2	Purpose Statement	Week 3	GWD: Chapter 15
3	Introduction to Self/Organization	Week 5	GWD Chapter 18
4	Goals & Objectives	Week 3	GWD: Chapter 15 and OGWB Lesson 9
5	Personnel or Resources	Week 3	GWD: Chapter 16 OGWB: Lesson 13
6	Abstract/Ex. Summary	Week 5	GWD: Chapter 12, 18 OGWB: Lesson 16, Appendix 4
7	Timeline Chart	Week 5	GWD: Chapter 15 and OGWB Lesson 10
8	Cover Letter or Form	Week 7	GWD: Chapter 12 and OGWB Lesson 16 or GWD: Chapter 12 and OGWB: Lesson 16, Appendix 4
9	Budget	Week 7	GWD: Chapter 17 and OGWB: Lesson 13
10	Appendix	Week 7	GWD Chapter 18 (Attachments) OGWB: Lesson 16
11	Graphics (if Any)	Week 7	GWD: Chapter 13, 14
12	Table of Contents	Week 7	GWD: Chapter 12 and OGWB: Lesson 16
	First Draft Grant Proposal for instructor & peer review	Week 11	GWD Chapter 18 and OGWB Appendix 2

WEEK 3 September 10-September 14

Post to Dropbox: Problem Statement and Purpose Statement
Post to Dropbox: Goals & Objectives & Personnel and Resources

WEEK 4 September 17-21

Nothing Due! Work on next week's assignments while I evaluate last week's assignments!

NOTE: I will be at the Florida Writing Symposium at the University of Central this week, where I am delivering the keynote address and leading a variety of discussions. I will not be available for Office Hours this week but can be reached by email.

WEEK 5 September 24-September 28

Post to Dropbox: Abstract or Executive Summary
Post to Dropbox: Timeline Chart
Post to Dropbox: Introduction to Organization

WEEK 6 October 1-October 5

Nothing Due! Work on next week's assignments while I evaluate last week's assignments!

NOTE: I will be at the Imagining America conference in Manhattan, NY, and hosting a site visit at the Brooklyn Historical Society this week, where I am delivering a presentation and leading a variety of discussions. I will not be available for Office Hours this week but can be reached by email.

WEEK 7 October 8-12

Post to Dropbox: Cover Form OR Letter (depending on grant)
Post to Dropbox: Budget; Appendix; Table of Contents
Post to Dropbox: Graphics (if needed)

WEEK 8 October 15-19

Post to Dropbox: Progress Report #1

NOTE: I will be at the Watson conference at the University of Louisville (Kentucky) this week, where I am delivering a presentation and participating in a variety of discussions. I will not be available for Office Hours this week but can be reached by email.

WEEK 9 October 22-October 26

Nothing Due! Work on next week's assignments while I evaluate last week's assignments!

UNIT III: Committee Peer Review Unit

WEEK 10 October 29-November 2

Post: Full Grant Proposal Due

I will assign people to peer review committees this week.

WEEK 11 November 5-November 9

Post: COMMITTEE/PEER RESPONSE GWD Chapter 18; OGWB Appendix 2

WEEK 12 November 12-November 16

Post: COMMITTEE/PEER RESPONSE: GWD Chapter 18; OGWB Appendix 2

WEEK 13 November 19-23

Nothing Due! Happy Thanksgiving!

UNIT IV: FINAL DRAFT Grant Proposals Due

WEEK 14 November 26-November 30

Post to Dropbox: Progress Report #2

Post to Dropbox: Final Full Grant Proposal

Finals Week

Post to Dropbox: Last Chance Progress Report

Post to Dropbox: Last Chance Final Draft