



**ENGLISH 585.01W**  
**[Online]**

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**Course Description**

This class is an advanced, intensive, reading and writing course that focuses on a specific genre of poetry or prose based on instructor specialization. Students will read and write in the assigned genre. Extensive writing and peer critique.

The focus for Fall 2012 is Grant-writing, and the course is limited to graduate students in the College of Humanities, Social Sciences, and Arts because of instructor expertise. The type of grants we will focus on are primarily individual grants (rather than organizational or non-profit grants) that will support your academic research or creative activities.

**Required Texts**

While there are some "how to" books for grant writing, those tend to be more aimed at non-academic grants. Rather than have you spend money on a resource that will not be useful, I have gathered a list of online resources created by a variety of universities for graduate students and juniors faculty to use in writing grants. I expect you all to add additional resources to the list!

**Fall 2012 Schedule**

English 585.01W	Literary and Research Methods	Online
English 497.01W	The Hobbit	Online
English 585.01W	Forms and Genres	Online

Office Hours:      Online:    MW 2:00-4:00  
                             In Office: T TH 11:00-1:00

If you are not free at these times, please call or email me to set up an appointment.

**On Line:** During my virtual office hours, I will be at an off-campus location, but I will be logged onto my computer with regular access to my university email and eCollege.

**In Office:** I am physically present in HL 125 to meet (or talk via chat or telephone) during these hours; if a meeting that I must attend is called, I will notify the class by email and by a note on

my door. No appointment is necessary during my scheduled office hours. If the door is open, come on in! If the door is shut, but the light is on, knock!

Please: if you think that you are slipping behind for any reason, come talk to me (or call me!).

### Course Learning Outcomes

#### 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**.
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 **three drafts**.
3. Learners will demonstrate that they can apply principles from the online resources to evaluating their own and selected classmates' drafts. This outcome will be assessed by evaluation of **the self assessments 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 **the self-assessments**.
5. Learners will demonstrate an understanding of the basic elements required for most grant proposals: abstract, introduction, literature review, project narrative, timeline, and budget information. 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 online resources to evaluating their own and selected classmates' drafts. This outcome will be assessed by evaluation of **the self assessments and peer responses** on classmates' drafts.
2. 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 **the self-assessments**.

3. Learners will demonstrate an understanding of the basic elements required for most grant proposals: abstract, introduction, literature review, project narrative, timeline, and budget information. This outcome will be assessed by evaluation of students' **final drafts**.

### **COURSE REQUIREMENTS**

- ✓ Students will access and follow all course instructions found in the content area (navigation bar) of the online course platform.
- ✓ Students will listen/read all online lectures.
- ✓ Students will use the online class platform's discussion tool to post to classmates in assigned discussions.
- ✓ Students will complete and submit assignments electronically. While most assignments will be uploaded in the online course platform, all drafts for peer response/workshopping will be uploaded to an external cloud program, Dropbox.com. The folders there are locked down so that only the instructor and students can access the materials, and they will be deleted a week after the end of the course.
- ✓ Students will access their grades in the eCollege gradebook, including comments uploaded in eCollege as well as marked on drafts that have been uploaded.

### **Course Assignment Assessment**

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes listed above.

Assignment handouts I have prepared contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

The assignment handouts are posted in the appropriate Unit (at the Unit Home Page, on the Dropbox or Discussion associated with the assignment), and in Doc.Sharing. Please ask any questions you have about the assignment handouts in the Virtual Office.

Each assignment will be assessed according to the criteria on the assignment handouts, and in the context of the course outcomes, and you will receive a rubric, a grade, and information on revision and future work.

I expect students to prioritize their work based on the percentage of the grade each assignment is worth (the higher the percentage, the more time need be spent). Specific assignments (identified by rough drafts, revised drafts, etc.) may be revised for full credit, and revision is expected.

## GRADED ASSIGNMENTS

The primary assignments include:

**Class Discussions (10%):** The Class Discussion unit in our online class platform contains two graded discussion. Each graded discussion is worth 5% of your grade. Class discussions are graded on effort and participation and cannot be revised after the deadline for completion.

**Self Assessment and Progress Reports (20%):** You will write three reports that incorporate self-assessment of your work and progress during the semester. These reports are written to me, the instructor, and are turned in soon after the drafts of your grant proposal are due.

**Peer Review (20%):** We will be using an external program that allows for secure sharing and workshopping of drafts for our grant writing class. The program is a free one in the cloud (Dropbox.com) which I have been using with great success the last year or so: while in previous courses, students have done their workshopping in dedicated discussion inside eCollege, that has never been very satisfactory. You will receive information on how to use the program, and I've set up the dedicated files (each of you has a folder with your last name on it, and I will have one as well where I share some of my grants—especially the rejected ones, with comments!). There is also a fairly specific template to follow for the peer response you'll give your assigned classmate, one that tries to mimic actual grant reading review approaches.

### Grant (50%)

This list includes the basic elements that are usually a part of an academic grant—although different grant funders have different requirements. I'm setting these as a baseline for everyone in class, but will be working with you all to make sure you develop the materials required by your grant funders!

Curriculum vita

Abstract

Statement of Innovation/Significance and Contribution to Field

Literature Review (sometimes called environmental scan)

Bibliography

Project Narrative

Timeline (including evaluation/assessment of project)

Budget

After you and I agree on the grant agency/funder, you will do three drafts over the course of the term. Each draft will be read and workshopped by at least one classmate, and by me, so that you can revise. Revision is expected, and time for it is built in, so do not worry about turning in "perfect" work the first time around.

**All drafts must include all required elements:**

**First Draft: 10%**  
**Second Draft: 10%**  
**Third Draft: 10%**  
**Final Draft: 20%**

**Extra Credit: 5%**

You may earn up to three extra credit points added to your final grade by finding errors in my handouts: additional information on what counts as an "error" and what counts as a "handout" is in the Extra Credit item in our online course.

**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." You will be able to access your grade--and the feedback on the work you've turned in--as soon as I grade it.

NOTE: Click on the blue hyperlink (grade) to access the dropbox where I've uploaded drafts with comments. If all you look at for this course is the grade, you will not be able to use the comments in revision.

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). 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

**Student Contact**

I have regular office hours for face/face meetings and phone calls.

However, the official medium of communication for the university is email which is handled through our eCollege platform.

All email correspondence for this course will be sent to student myLeo email accounts.

An Adobe Presenter/Breeze presentation is available to demonstrate how to access your Leo email: <http://breeze.tamu-commerce.edu/myleomail/>. Please make it a habit to check email often and log in to the course daily to stay connected with the class.

**Warning:** Because this course is offered entirely online, the only way to verify that people emailing me are the students registered in the class is via their email accounts. Please use your official university email if you must email me, especially if you have questions about a grade.

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.

### **Online Class Program Information**

This course will be facilitated 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](mailto: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](mailto: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>

### **Class 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 procedure has changed as of Summer 2012.

**Students who are eligible may now drop their classes with a "Q" drop grade without Instructor approval through their MyLeo.**

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, UC College, etc.). Students with advising holds will have to complete a Drop/Add form and get approvals manually, and turn in to the Registrar's Office for processing.

The Drop/Add form is located online at: <http://web.tamu-commerce.edu/admissions/registrar/documents/2012AddDropForm.pdf>.

**The deadline to drop with a "Q" drop grade can be found on the Academic Calendar at:** <http://web.tamu-commerce.edu/admissions/registrar/academicCalendars/default.aspx>

The drop process steps are listed below.

- Go to MyLeo
- Go to Registration, Records & Grades
- Registration
- Register/Add or Drop Classes

- Select a Term
- Under “Action”, click on Course Drop
- Click on “Submit Changes” at bottom form

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. The Withdrawal Form is available at:

<http://web.tamu-commerce.edu/admissions/registrar/documents/WithdrawalForm.pdf>.

These forms must be turned in to the Registrars' Office for processing.

**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 assignment(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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**