

ENG 475G, Grant & Proposal Writing

Quad Cities: Riverfront Room 224, Mondays 5:30p to 8:30p (*90350, sect Q31)

Macomb: Simpkins Hall 214, Thursdays 5:30p to 8:30p (*90351, sect 013)

Bradley Dilger, Professor of English

Introduction

I'm very excited to be teaching this course! Grant writing is becoming more and more important as more and more funding takes a competitive approach. The old model—"Here's your money"—is being replaced with "Show me you deserve some money." That's where grants come in. You'll see several expressions of this shift many of our readings. This semester, I hope that all of us (including me!) will gain skills, experience, and knowledge we can use in future grant-writing endeavors. Like all writing, grant writing differs widely between disciplines and contexts—the process, rhetoric, genre, and content of a National Science Foundation (NSF) small business innovation grant is very different than a community education grant written for the Illinois Humanities Council (IHC). We'll discuss not only the elements of grant writing which are more universal than others, but those particular to the grants we've written and want to write.

"475G" is not a typical course number in two ways. First, it is a special designation reserved for experimental courses, which are courses not yet in the catalog but being considered. In other words, this course is a beta-test. Second, the "G" tag allows both undergraduate and graduate students to be enrolled, as long as the latter complete additional requirements. The School of Graduate Studies (SoGS) is getting more strict about those, so if you're a graduate student who has taken a course with me in the past, you may note a more formal approach to the increased rigor and engagement for graduate students. (I think that's a good thing.) See below for more about the additional work graduate students will be doing. Undergraduates are invited, but not required, to participate.

I've planned our class from now until May, but at Spring Break we'll complete course evaluations and take a hard look at the schedule. We may need to make some changes. Weather, of course, is also a concern; I've left a blank day in the schedule in February for that purpose.

About me

This is my eleventh year at Western. (I can't believe that. I still feel like a kid even though I am "senior faculty.") I enjoy studying and teaching writing and working with others who do. Husband of Erin, father of Madelyn and Amelia, owner of several bicycles, proprietor of a cluttered workbench. Before a serious injury rearranged my life in a way I haven't yet come to grips with, I was a brewer and distance runner. Maybe someday I'll be one or both again.

Please talk to me! I text, web, tweet, Facebook, Skype, Gmail chat, etc. and welcome conversations with you in all those forms. Come by my office; if I'm there and not busy, I'm happy to talk to you. One caveat: I don't use voice mail due to my poor hearing. Please text or email me instead.

Email: cb-dilger@wiu.edu (preferred); cbdilger@gmail.com

Phone/text: 309-259-0328 (before 7:00pm, ideally—that's kid bath and bedtime!)

Social media: cbdilger (Skype, Facebook, Gmail chat, Twitter)

Mailbox: Simpkins Hall 122, M–F 8:00am–4:30pm

Office: Riverfront 129 (hours 4:00–5:30pm and by appt.)
Simpkins Hall 213 (hours T R 2:00–3:30pm and by appt.)

Web: <http://faculty.wiu.edu/CB-Dilger/>

Course objectives and activities

1. Demonstrate knowledge of typical grant submission writing processes.
2. Learn principles of grant and proposal writing which transcend disciplinary structures.
3. Learn to read requests for proposals and prepare checklists and planning documents based upon them.
4. Draft a grant proposal which answers a self-selected request for proposals.
5. Consider the position of grant and proposal writing in professional writing, a sub-discipline of writing studies. (Graduate students only.)

Core assignments

Please see the separate assignment sheets for details.

Class participation: discuss our course readings and activities in class, engaging in small and large group work as well. 150 pts.

Weblog participation: using a shared weblog, discuss the course readings and activities, and share links to your work in progress. (For those who have taken courses with me already, this will be somewhat more structured than in the past.) 150 pts.

Grant project: research, prepare for, consider management of, and write a mock grant proposal targeting a grant program you select. See the attached assignment for division of this project into milestones. 600 pts.

Final examination: a comprehensive final examination which asks you to define concepts relevant for grant writing then model the process. 100 pts.

Texts

All students have two required texts:

1. Karsh, E. & Fox, A. S. (2009). *The Only Grant-writing Book You'll Ever Need: Top Grant Writers and Grant Givers Share Their Secrets*, 3rd ed. New York: Basic Books. ISBN 978-0465018697
2. O'Neal-McElrath, T. (2013). *Winning Grants Step By Step*, 4th ed. Hoboken, NJ: Wiley/Blackwell. ISBN 978-1118378342

We'll likely refer to these books "Only" or "Ellen & Arlen," and "Winning" or "Tori." Please purchase the textbooks immediately. The WIU bookstore has both in stock. If you buy your books online, use express shipping. I expect you to have the textbooks by week 2—if you don't already.

If you do not have workplace writing experience, or have not yet taken a professional writing class like BCOM 320 or ENG 381, please plan to check in with me the first week to talk about the experience you have. I have some textbooks I can loan out and/or put on reserve as needed. Or you can buy a slightly out of date edition for a few bucks. For example:

- Anderson, P. (2008). *Technical Communication: A Reader Centered Approach*, 7th ed. Boston, MA: Wadsworth/Cengage. ISBN 978-1428263932
- Pfeiffer, W. S. (2006). *Pocket Guide to Technical Communication*, 4th ed. Upper Saddle River, NJ: Prentice Hall. ISBN 978-0131721050

Graduate students will also read a number of professional writing articles I will share via secure web site, and will locate a grant writing book relevant to their specific field. I will distribute a separate assignment which speaks to both of those things.

Guide to success

1. **Stay in touch.** Use texts, email, phone calls, whatever. Come by the office. I'm always happy to talk to you—I'm not giving you my phone number just for show! Again, if you write and don't hear back, try again.
2. **Use the detailed schedule.** My web site includes a link to a more detailed schedule with specific prompts about the readings and details about course activities. Please use it! It describes the readings you can skim, which you need to really work hard to master, notes when assignments are due, etc. I hope you will use it to make class most effective for you.
3. **Read the texts and take notes.** There's no better way to learn the content of a book than taking notes. I have shared my method with you via our course web site; clone it or adapt your own. Always bring the texts we are reading to class, and your notes too if you can. I also suggest you use the worksheets, budget templates, and sample proposals on the *Winning* website. See the front cover of the book or my website for a link.
4. **Take notes in class.** If you like to use a laptop or tablet to do this, please bring one. I will create the final examination based on my notes from class; your notes are your study guide.
5. **Participate.** Make comments. Ask questions when you have them. Share your experiences, good and bad. This applies to both our in-class work and our weblog.
6. **Start work on the projects immediately.** Like all writing, grant writing takes a lot of time, and you can't do it all at once. And grants also require careful sequencing for securing letters, reviewers, etc. So please begin work on your projects right away.
7. **Share your work and show your work.** If you want to come to my office to talk about your editing, bring what you've been working on. Don't throw anything away—seeing your work in progress can help me help you. This is true for both paper and electronic editing.
8. **Stay on target and be on time.** You can't change the plans you outline without my approval—inasmuch as I can't change the way I plan to spend grant money I've earned, or radically change the topic I'm writing about for a conference, etc. Please ask first. And as our texts make clear, deadlines are just that—unless you get permission from me, hold to them.
9. **Use technology wisely.** Unlike many of my colleagues, I'm not afraid of screens. I invite you to bring a laptop or tablet to class and use it as you see fit. Get lost on Facebook or texting in class? That's your decision. I won't call you out—but rest assured I'll know and remember.
10. **Get help with writing if you need it.** Again, the best time for this is earlier rather than later. I am happy to provide one-on-one help and/or refer you to others who can.

Policies

All policies which normally apply to courses taught at WIU apply to this course. See the “Student rights and responsibilities” at <http://www.wiu.edu/provost/students.php> for more.

1. Accommodations for **special learning needs are gladly arranged**. Contact me ASAP.
2. **Active participation is required**. Under-prepared students will be asked to drop the class. Reading course texts and participating continually is part of preparation. **You must buy the assigned texts, do the readings, and come to class ready to talk about them**. Attendance is expected. Miss more than one class, and your class participation grade will be reduced accordingly. Miss more than three, and you will receive a zero for participation and I will ask you to drop the course.
3. You are **required to purchase all necessary equipment and supplies**: at the minimum, computing access needed to do coursework, and materials to produce your documents. Need free or cheap alternatives to Microsoft Office? Just ask.
4. **Ethical and professional conduct is required**: academic integrity, collegiality in class, and professionalism when dealing with the community as part of course activities. Academic integrity violations will result in a **failing grade for the assignment and possibly the course**. Refer to <http://www.wiu.edu/policies/acintegrity.php> for WIU’s policy on academic integrity.
5. **I welcome feedback from you** about the course at any time. Contact me or Dr. Mark Mossman, chair of English & Journalism, ma-mossman@wiu.edu, 309-298-1103.
6. **Grading** uses a 1,000 point system based on powers of ten: A=100–90, B=89–80, etc. Keep all graded assignments, and track your own grades. See “Grading” below for more.
7. **Mind all deadlines**. I don’t accept late work, unless you have prior permission, or unless extreme circumstances warrant. **Need extra time? Ask**. I’m usually happy to give you more time to get things done—*if you ask in advance*. (This is how it works in the real world, too.)
8. **Your privacy is important to me**. I don’t want to know your WIU or Social Security numbers. Please don’t put them on your assignments or in emails.

WIU policies

Accommodations: In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 309-298-2512 for additional services.

Prerequisites: It is the responsibility of the student to comply with the prerequisites/corequisites for a course that he/she plans to take. Instructors who place the appropriate information on the syllabus and emphasize it during the first three class periods may exclude a student from the class who does not meet the prerequisites/corequisites by sending a note to the student with a copy to the registrar within the first two weeks of the term.)

Course schedule

This schedule is only an outline, and will certainly change.

After week one, please use the updated, detailed schedule on our course web site.

#	dates	focuses	readings	key assignments & activities
1	01/13, 01/16	Introduction to the course and your classmates	Win: Front matter, Intro, 1 (pp i-19)	Purchase texts, start blogging
2	01/20, 01/23	Introduction to grant writing	Only: Front matter, 1, 2, 3 (pp vii-56) Win: Backmatter (pp 111-24)	<i>Class online only this week!</i> Research grant program
3	01/27, 01/30	Introduction to grant writing	Review week 1 and 2 readings	Preliminary prospectus 01/31
4	02/03, 02/06	Writing: Checklists & planning	Only: Ch 4, 5, 6, Appx 2 (pp 57-119 & 307-09) Gawande: from <i>The Checklist Manifesto</i>	
5	02/10, 02/13	Writing: Key content	Win: 3, 4, 5 (pp 31-54) Only: 7, 8, 9, 10 (pp 120-80)	Network & preliminary checklist 02/14
6	02/17, 02/20	Budgets & evaluation	Win: 6, 8 (pp 55-63 & 71-84) Only: 12, 13 (pp 191-213)	Participation self-evaluation #1 02/21
7	02/24, 02/27	Coalitions & relationships	Win: 2, 12 (pp 21-30 & 105-10) Only: 11 (pp 181-90)	
8	03/03, 03/06	Studio week: time to work on your projects	None	Midterm course evaluations Research report 03/07 Updated prospectus 03/07
SB	03/10, 03/13	Spring break	None	None
9	03/17, 03/20	Sustainability	Win: 7 (pp 65-70) Only: 14 (pp 214-21)	
10	03/24, 03/27	Writing: Background	Win: 9 (pp 85-90) Only: 15 (pp 222-28)	
11	03/31, 04/03	Writing: Packaging	Win: 10, 11 (pp 91-103) Only: 16 (pp 229-41)	
12	04/07, 04/10	Site visits & decision time	Only: 17, 18, FR3 (pp 272-300)	Draft project 04/11
13	04/14, 04/17	Review week 1	Only: FR2, Appx 1 (pp 242-71 & 301-06)	Guided peer review in class
14	04/21, 04/24	Review week 2: Specific subject matter and readings TBD	TBD	
15	04/28, 05/01	Studio week: time to work on your projects	None	Final course evaluations Participation self-evaluation #2 05/02
Ex	05/05, 05/08	Exam week	None	Final exam 05/05 or 05/08 Project final 05/08