

**Elizabeth Birmingham (Betsy)****Office:** 207C Morrill Hall**Phone:** Office— 231-6587**e-mail:** Elizabeth.Birmingham@ndsu.edu**Office hours:** F 1-3; for other times e-mail**Course Description:**

The course employs a rhetorical approach to writing academic and business proposals and grant proposals, focusing on creating the best possible persuasive argument for a given audience and context. In addition, the course creates opportunities for collaborative writing, oral presentation, document and presentation design, and the critique of an independent grant or proposal project of the student's choice. During the first unit, students develop skills in proposal writing by collaboratively responding to a case. During the second unit, students develop an individual project—this could be an individual academic grant, a collaborative project developed and carried out with a community non-profit agency or campus client, or a workplace proposal or recommendation report. Students will leave the course with a portfolio of polished, professionally designed and edited documents, as well as a vocabulary for discussing grants and proposal research and writing during the job search.

**Texts:**

Johnson-Sheehan, Richard. *Writing Proposals*. Boston: Allyn-Bacon, 2002.

Mikelonis, Victoria, Signe Betsinger, Constance Kampf. *Grant Seeking in an Electronic Age*. Boston: Allyn-Bacon, 2004.

Williams, Robin. *The Non-Designers Design Book* 3<sup>rd</sup> ed. Berkley, CA: Peachpit Press, 2007.

I strongly encourage you to buy a 2” or larger 3-ring binder to organize handouts and materials for this course. You will want to have a flash drive for saving projects, presentations, and sharing work.

**Course Objectives:** Students will

Students will learn the following concepts through analyzing professional documents and practice with varied writing tasks:

- **Gen Ed Outcome 1:** Communicate effectively in a variety of contexts and genres, using a variety of communication skills.
- **Gen Ed Outcome 6:** Integrate knowledge and ideas in a coherent and meaningful manner.
- **Departmental Outcome 4:** Manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on-time and within the constraints of the project.
- **Departmental Outcome 7:** Develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.
- Master the discourse and generic conventions of grant and proposal writing.

**Assignments and Grading:**

	Minor Assignments	Major Assignments
<b>UNIT 1:</b> Group Proposal 40%	<ul style="list-style-type: none"> <li>• memo analysis of performance (50)</li> <li>• grade from team—collaboration (50)</li> </ul>	<ul style="list-style-type: none"> <li>• proposal (in response to a case) (175)</li> <li>• oral presentation with visual component (50)</li> <li>• executive summary (75)</li> </ul>
<b>UNIT 2:</b> Individual Grant 50%	<ul style="list-style-type: none"> <li>• search assignment (50)</li> <li>• thank you note (25)</li> </ul>	<ul style="list-style-type: none"> <li>• project proposal (100)</li> <li>• job shadowing/informational interview (75)</li> <li>• progress report (100)research report/proposal/grant proposal (150)</li> </ul>
<b>Unit 3:</b> Portfolio 10% (undergraduate)		<ul style="list-style-type: none"> <li>• A portfolio containing the individual and collaborative work you produced in this class (50)</li> <li>• A 2-3 page framing letter (50)</li> </ul>
<b>Unit 3:</b> Portfolio of grant opportunities 10% (graduate)		<ul style="list-style-type: none"> <li>• A portfolio of 5-10 funders in your area of research/work/interest w/ framing statement (100)</li> </ul>

Your work for this course will be graded on a point scale—910-1000= A; 800-909= B; 700-799= C; 600-699=D; under 599=F.

**Grading:**

- A means truly excellent work—exceeding expectations of professionalism in all areas evaluated
- B means very strong work that reflects professional standards: is on-time, well-edited, professionally presented, and attends to the needs of its audience
- C means that you have adequately met the assignment in most areas
- D means work that does not meet professional expectations because it does not adequately meet the assignment in one or more areas
- F means work that is not turned in or does not meet expectations in any area of evaluation

**Professionalism:**

This class is about learning the habits of professionals who write grants and manage projects. Although this is a university class, and I therefore must grade you, my goal is to run this class as if it were corporate or non-profit training. This means that I assume that you are busy people who are committed to the work of the class for your own professional development. (There is a lot of work in this class, but there is no busy work—everything we do in here is necessary for learning how to write grants, proposals, and related professional documents). I want to give you credit for the amount of hard work that you do, but if you cannot do this work in a professional way, it is not appropriate for you to get an honors-level grade in the class, because in some ways, the course is a certification—your A or B certifies that you have some very specific skills. I want and expect everyone to get an A or a B, but here is what you must do:

- Attend class. Every class. On time.
- Be present in class (not on Facebook, not texting, not sleeping, etc.) If you do these things in class, I will count you absent. If you have an emergency that requires you to have your phone available in class, please let me know.
- Turn in work on time.
- Turn in work that looks professional—shows careful design and excellent editing.
- Develop the skills needed to manage projects effectively.
- Develop the interpersonal communication skills needed to build effective teams and achieve group goals.
- Revise work that does not meet course or your personal expectations.

For my part, I will do all I can to run this course like a professional training course. That means I will require only that work that will build the skills you need to be a successful team member and grant writer—I will provide handouts, quizzes, and evaluation opportunities, but these are optional—for your professional development. Doing these things, and doing the reading, **will** enhance your learning, and will increase your success with the projects. But they are NOT required and will not be graded (though I will always provide feedback when asked). If you ever wonder why we are doing something, please ask. I am very open to talking about how the class is put together and why.

**Format for written assignments:**

Projects must be professionally presented, with care taken for both writing and document design; you are attempting to show me that you understand that good writing is also well designed visually to help a reader follow your argument. **I don't accept e-mail copies** except where I specifically ask for them as sometimes there can be formatting problems that would undermine the quality of your work. When the work is turned in as a hard copy, I know you have had the opportunity to view it on the page (as a client would) and make any needed adjustments (hint).

I require that you always print a copy of your projects for your records. **Never** hand in your only copy of an assignment. In addition, have a copy in your computer **and** have a copy on a backup hard drive, flash drive, BlackBoard, Google docs, etc. These projects require so many hours of work that losing one could ruin your entire semester. Back up often! This is an important professional habit to develop.

**Attendance:**

**Departmental Attendance Policy**—In compliance with NDSU University Senate Policy, Section 333: Class Attendance and Policy and Procedure, located at <http://www.ndsu.nodak.edu/policy/333.htm>, the English Department has established the following

attendance policy. All English Department courses require active learning. Students are expected to speak, listen, and contribute. Therefore, prompt, regular attendance is required. Students who miss more than four weeks of class during the standard academic semester (e.g. four class periods) will not pass the course. Moreover, each student is accountable for all work missed because of absence, and instructors have no obligation to make special arrangements for missed work. Additional attendance requirements may be implemented at the discretion of the individual instructor.

**Course Attendance**—So much of what we do in this class is collaborative that you must be here. People are counting on you to be here, to be prepared during class, and also to meet regularly with your group for your group projects. Each person has one personal day per semester that you may take with no penalty. Let me (and your group) know you will not be in class as soon as you know. After that absence, any missed classes will hurt your grade: you will lose 75 points per class. (After three absences, I will drop you from group work and strongly encourage you to drop the class.) I am very serious about this; nowhere in the world of work would you be allowed to miss three weeks of work except under extraordinary circumstances. If you do face extraordinary circumstances—hospitalization or family emergency—contact the office of the Vice President for Student Affairs or the Dean of Students with appropriate documentation. This way, you will receive official excuses for all your classes, as well as advising and help about catching up, etc. Try not to be late for class—most of the important information about the class itself is conveyed in the first ten minutes.

### Due Dates:

I am attempting to run this course like a corporate or non-profit training course. That means that I assume that you are here because of an interest in the topic and will do your work to learn more about this topic. For group work, you are responsible to your group for due dates. Any work turned in to me for feedback may be revised if it is turned in on time. **Although I will not penalize you in any way for late work, you may not revise it for an improved grade.** Please turn in projects **in class** and **not** to my mailbox, by e-mail, under my door, or anyplace else where they might be misplaced.

### Revision:

As with all professional writing, I hope you will revise your work after input from co-workers, peers, other professionals whose advice you seek, and me. You may revise any written project or paper (written either individually or as a group) for an improved grade—and to learn more about grant writing—as long as it was turned in on its due date. **Revisions must be accompanied by the original graded work and a short memo explaining what you did and why you believe the work is now improved.** The grade you receive on the revision is the grade you will receive on the assignment (no averaging or anything).

### Portfolio Materials

During their senior year, English majors generally enroll in the English Capstone course (Engl 467), during which they assemble a portfolio containing representative written work from NDSU English courses. The English Department evaluates these portfolios to assess its undergraduate programs, analyzing how student work meets departmental outcomes. In order to facilitate the preparation of senior portfolios, English majors are encouraged to save copies of their written work (in electronic and hard copy) each semester.

### Academic Honesty:

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/academichonesty](http://www.ndsu.edu/academichonesty).

### Special Needs:

If you have any disabilities, special needs, or need accommodations in this course, please share with me as soon as possible your concerns or requests, accompanied by appropriate documentation so that we can evaluate as quickly as possible, with DSS, whether your needs can be accommodated in this course.

### Calendar:

Date:	Activities	What you need to bring or have prepared:
Birmingham		

Week 1 Jan 11th	<ul style="list-style-type: none"> <li>• syllabus</li> <li>• introductions</li> <li>• Goal setting for this class</li> </ul>	
Week 2 Jan 18	<ul style="list-style-type: none"> <li>• What does the genre include?</li> <li>• Generic structure of proposals</li> <li>• Logic of proposals</li> <li>• Guidelines for writing proposals</li> <li>• Introduce consulting proposal problem (analyze RPF)</li> <li>•</li> </ul>	Johnson-Sheehan (1-75). Bring book. <ul style="list-style-type: none"> <li>• Find a sample proposal on-line or from your workplace.</li> <li>• Read before class and bring a copy to class. Save it in your class binder.</li> </ul>
Week 3 Jan 25	<ul style="list-style-type: none"> <li>• Analyzing a proposal for rhetorical choices (Themes)</li> <li>• Developing the situation slot</li> <li>• Interview questions/ Interview client</li> <li>• Group work guidelines</li> </ul>	Johnson-Sheehan (75-141). Bring book. <ul style="list-style-type: none"> <li>• Bring your sample proposal from last week.</li> </ul>
Week 4 Feb 1	<ul style="list-style-type: none"> <li>• Objectives, plan</li> <li>• Executive summaries</li> </ul>	Johnson-Sheehan (185-225, 231). Bring book. Mikelonis, et al. (342-352) Williams (11-78). Bring book.
Week 5 Feb 8	<ul style="list-style-type: none"> <li>• Document design</li> <li>• Design analysis of a consulting proposal</li> <li>• Proposal Logic/document design</li> </ul>	Johnson-Sheehan (161-184). Bring book. Williams (79-120). Bring book.
Week 6 Feb 15	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Impromptu—group communication</li> <li>• PowerPoint and other presentation tools</li> </ul>	Johnson-Sheehan (226-242) Bring a draft of your proposal thus far. Bring a laptop if you have one.
Week 7 Feb 22	Each group will present its proposal orally	Oral presentation of proposal due today

Week 8 Feb 29	<ul style="list-style-type: none"> <li>• Introduce second unit assignments</li> <li>• Memo review</li> <li>• Project management</li> <li>• Brainstorm projects</li> </ul>	Proposal packet (including executive summary) due today. Mikelonis, et al. (1-12) <ul style="list-style-type: none"> <li>• Bring copy of your team contract</li> <li>• Print out and bring Unit #2 (BlackBoard)</li> </ul>
Week 9 March 7	<ul style="list-style-type: none"> <li>• Power Point: Grant seeking process</li> <li>• Differences between business proposals, academic grants, and non-profit grant proposals</li> <li>• Brainstorm project ideas</li> <li>• Pre-proposal</li> <li>• Search Assignment</li> <li>• Searching 101</li> </ul>	<ul style="list-style-type: none"> <li>• Mikelonis, et al. (13-51)</li> <li>• Power Searching for Anyone (Enter this phrase in Google to find Danny Sullivan's article)</li> <li>• Search Engine Math will be the 2<sup>nd</sup> Google hit; read it, too</li> <li>• Bring a laptop, if you have one</li> </ul>
Spring Break	No class	No assignments
Week 10 March 21	<ul style="list-style-type: none"> <li>• Search Assignment</li> <li>• Researching info to develop an effective needs statement</li> <li>• Informational interview</li> <li>• Interviewing, cold calls,</li> </ul>	Mikelonis, et al. (52-131) <ul style="list-style-type: none"> <li>• Search assignment due</li> </ul>
Week 11 March 28	<ul style="list-style-type: none"> <li>• Building support, cultivating relationships, networking, communicating with the funder (all the hard stuff)</li> <li>• Ice breakers</li> <li>• Thank you letters</li> <li>• Peer review draft of proposal</li> <li>• Informational interview (again)</li> </ul>	Draft of project proposal due for peer review; finished proposal due <b>Friday in my office 207C Morrill</b> .
Week 12 April 4	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• The review process</li> <li>• Requesting and evaluating reviewer</li> </ul>	Mikelonis, et al. (133-197)

	comments	
Week 13 April 11	<ul style="list-style-type: none"> <li>Advanced research</li> <li>Designing reporting strategies</li> <li>Writing about evaluation, dissemination, sustainability</li> </ul>	Mikelonis, et al. (199-289)
Week 14 April 18	<ul style="list-style-type: none"> <li>Logic Models, DMPs, MOU's, Evaluation plans, and related planning documents</li> <li>Portfolio assignment/graduate assignment</li> </ul>	Mikelonis, et al. (290-316) Progress report due.
Week 15 April 25	<ul style="list-style-type: none"> <li>Budget workshop. Bring a calculator.</li> </ul>	Mikelonis, et al. (319-394) Bring a calculator to class. Informational interview due. Thank-you letter due. Bring in a sealed addressed, stamped, envelope.
Week 16 May 2	What if I get the grant? What if I don't? The end game of the grant seeking process.	Mikelonis, et al. (395-417) Final project due.
Final May 9, 5:30 pm	Be ready to discuss your grant or project for 2 minutes with the class. Paper work, evals, get work returned.	Bring your learning goals from the first class week. Portfolio/grad project due.