

ENC 4403
Grant Writing
COURSE SYLLABUS

I. University Course Description

This course will teach students the mechanics of proposal writing and the skills that can be effectively learned to procure funding from those organizations.

II. Course Prerequisites

ENC 1101 and ENC 1102 (or equivalent)

III. Course Purpose

Funding organizations exist to provide financial support for worthwhile ideas ranging from research to education to community service. This course explores various parts of grant writing and offers students the chance to learn how to secure funding to implement ideas. By the end of this class, students will have practice generating ideas, locating appropriate grant sources, understanding grant application audiences, determining successful writing practices and genres, producing effective statements, and submitting proposals.

IV. Course Objectives

1. Students will learn the components of a grant.
2. Students will apply concepts of purpose and audience to the creation of grants and proposals.
3. Students will conduct original research on a funding institution.
4. Students will work collaboratively to write a complete grant proposal.

V. Student Learning Outcomes

By the end of this course, students will be able to:

- Identify basic elements of grant proposals and funding institutions.
- Evaluate, articulate, and respond to a defined purpose and audience for the creation and design of texts.
- Employ flexible and collaborative strategies for generating, revising, editing, proofreading, and circulating texts.
- Produce usable, accessible, and inclusive grants and proposals.

VI. Required Texts and/or Readings and Course Materials

- Koch, D. (2009). *How to Say It--Grantwriting: Write proposals that Grantmakers want to fund*. Prentice Hall Press. (ISBN: 978-0-7352-0445-4)
- Other readings to be distributed as PDF files and/or linked material. See course schedule.

VII. Grading Scale

Grading Scale (%)	
97 – 100	A+
94 – 96.9	A
90 – 93.9	A-
87 – 89.9	B+
84 – 86.9	B
80 – 83.9	B-
77 – 79.9	C+
74 – 76.9	C
70 – 73.9	C-
67 – 69.9	D+
64 – 66.9	D
60 – 63.9	D-
0 – 59.9	F

VIII. Course Policies: Grades

Group Work Policy: Collaboration is a necessary skill to learn as a professional and/or technical communicator. The best place to learn this skill is in the safe environment of the classroom. Everyone must take part in a group project. We will complete some classroom exercises to help you learn how to successfully collaborate. More details on the group project and the assessment can be found in the project descriptions.

IX. Grade Categories and Weights

Assessment	Percent of Final Grade
Analysis of a Grant	15%
Presentation of Funding Institution	20%
Funding Opportunities Research Project (FORP)	20%
Team Grant Proposals	35%
Exercises & Participation	10%

X. Essay and Project Assignments

Project 1: Analysis of a Grant

Due date: Week 2

Students will be asked to find and analyze the parts of a grant, including completing a needs analysis of the organization. The purpose of this assignment is to connect their understanding of individual pieces of a grant with the larger picture of how it fits into the organization that has requested it.

Project 2: Presentation of Funding Institution

Due date: Week 5

Students will research and give a short presentation on a funding institution. To do this, they will conduct original research on local or state funding agencies they may potentially have interest in.

This project requires that students gather information about the agencies, the types of funding they distribute, and the types of proposals that win funding. Then, they will compare and contrast the different agencies. The purpose of this assignment is for students to demonstrate that they can conduct original research to better understand the funding institution.

Project 3: Funding Opportunities Research Project (FORP)

Due date: Week 9

Working individually, students will identify supportable projects in their field (or for an organization of which they are a member). They will research funding opportunities that could support such projects and present a report detailing their research. This project should include: a detailed project description, needs statement, benefits, budget, and timeline.

The FORP also provides extensive information about two or more potential sources of funding and explicitly demonstrate how the project fits the goals of the grant program. Working with advisors in your field is recommended. A supportable project might be a community service, thesis, dissertation, or academic research project. Funding may be sought for any costs, including summer pay or teaching release time.

Project 4: Team Grant Proposals

Due date: Week 15

Working within their groups, students will collaboratively write a grant. Using a community partner (provided by the instructor or used from prior student project), students will find funding opportunities and produce a short proposal to justify their choice of grant and organization.

XI. Course Schedule

Date	Topics	Work to be Completed
Week 1	Introduction to course/ What is grant writing?	Reading: Chapter 1: Make Sure Your Project is Fundable
Week 2	Analysis of a grant	Reading: Chapter 4: Say It To the right Audience with the Right Style Assignment: Project 1: Analysis of a Grant final due
Week 3	Funding institutions & RFP's	Reading: Chapter 2: Is It a Good Match?
Week 4	Identifying grant opportunities	Reading: Chapter 11: Say It With Vision and Solutions Assignment: Project 2: Presentation of Funding Institution draft due
Week 5	Letter of inquiry	Reading:

		Chapter 8: Say It Effectively Assignment: Project 2: Presentation of Funding Institution final due
Week 6	Generating ideas for grant funding	Reading: Chapter 9: Say It with Substance
Week 7	Research & Evaluation	Reading: Chapter 12: Say It With Proof
Week 8	Statement of need	Readings: Chapter 10: Say It With Conviction Assignment: Project 3: Funding Opportunities Research Project (FORP) draft due
Week 9	Budgeting	Readings: Chapter 14: Say It Richly Assignment: Project 3: Funding Opportunities Research Project (FORP) final due
Week 10	Collaboration: Finding a grant & organization	Reading: Chapter 5: Creating a Well-Organized and Well-Structured Proposal
Week 11	Writing proposals	Readings: Chapter 6: Make Your Case with Clarity, Logic, and Passion
Week 12	Writing proposals	Readings: Chapter 15: Say it Succinctly Assignment: Project 4: Progress report
Week 13	Ethics of grant writing	Reading: Chapter 3: Find Your Hook https://grantprofessionals.org/page/ethics
Week 14	Submitting the proposal	Reading: Chapter 13: Say it Expansively Assignment: Project 4: Team Grant Proposals draft due
Week 15	Proposal workshop/ Revision	Reading: Chapter 16: Say It With Flair Assignment: Project 4 appraisal/ “peer review” workshop

Week 16	Final submissions	Assignment: Project 4: Team Grant Proposals final due Self/Team Evaluation
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* Note: The Schedule is subject to revision

XII. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at:

<https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XIII. Course Technology Requirement

Email: You will need to check your email regularly and you can expect that if you send me a message, I will respond within 24-hours.

Canvas: This course uses Canvas as it was intended as a Learning Management System. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos, or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Recordings: Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited.

Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code (<https://usf.app.box.com/v/usfregulation60021>).

XIV. Course Policies: Student Expectations

Attendance Policy:

Students are expected to attend classes. Faculty must inform students of attendance requirements on syllabi. Instructors should accommodate excused absences by making arrangements with students ahead of time (when possible) or by providing a reasonable amount of time to make up missed work.

Diversity Statement: This course is an inclusive classroom space. We are committed to a learning atmosphere that acknowledges and appreciates the diverse students at USF and their personal experiences. Students' relationships to social identities, including race, ethnicity, ability, gender, religion, and socio-economic status are supported with compassion and care. In this course, students will have the opportunity to express and experience diversity through the varied voices of

classmates as it relates to the content. The diversity that students bring to the course will be viewed as a resource, strength, and benefit, and it will enhance students' learning needs. Our goal is to foster an environment that is explicitly against bigotry; our learning environment is a safe space. Therefore, communication in this course is facilitated by the instructor and is not debate-centered; instead, we adopt a dialogic perspective that honors each individual experience with respect and dignity, allowing all voices an equal opportunity to be heard.

The Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/> (Links to an external site.), stop by LIB 2nd Floor, or call 813-974-8293.

XV. Covid-19 Procedures

All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing during in-person classes. Failure to do so may result in dismissal from class, referral to the Office of Student Conduct and Ethical Development, and possible removal from campus.

Additional details are available on the University's Core Syllabus Policy Statements page: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XVI. Important Dates to Remember

Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor. Be sure to get the newest dates from the Registrar: <https://www.usf.edu/registrar/calendars/>