ENGLISH 489G – Grant & Proposal Writing
M, 5:30-8:00, Room: SI 214 & QC Complex 1130

COURSE DESCRIPTION

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 in many of our readings. This semester, I hope 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 grants we want to write.

CORE OBJECTIVES AND ACTIVITIES

1. Demonstrate knowledge of typical grant and proposal 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.

REQUIRED TEXTS

- The Only Grant-Writing Book You’ll Ever Need: Top Grant Writers and Grant Givers Share Their Secrets by Ellen Karsh and Arlen Sue Fox (ISBN: 0321099753)


RECOMMENDED TEXTS

COURSE REQUIREMENTS (AT A GLANCE): In addition to the careful reading of course texts expected at this level, this course will require the following:

- Class Participation
- Grant Project
  - Prospectus
  - Project Checklist
  - Network Report
  - Updated Prospectus
  - Draft of Grant Project
  - Project Review
  - Revision Checklist
  - Final Grant Project
- Final Exam

GRADING SUMMARY

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>200</td>
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<td>Grant Project</td>
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<td>Prospectus</td>
<td>50</td>
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<td>Project Checklist</td>
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<td>Network Report</td>
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<td>Updated Prospectus</td>
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<td>Draft of Grant Project</td>
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<td>Project Review</td>
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<td>Revision Checklist</td>
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<td>Final Grant Project</td>
<td>250</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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COURSE REQUIREMENTS (DESCRIBED):

1. Class Participation: Actively discuss our readings and activities, in small and large groups. Write a self-evaluation in weeks 6 and 15. 200 points.

2. Grant Project: Research, manage, and write a grant proposal targeting a grant program you select. See the attached assignment for more information of the division of this project into milestones. 700 points.

3. Final Exam: This essay exam will be comprehensive, requiring you to define concepts relevant for grant writing and then model the process. 100 points.

COURSE POLICIES:

Catalogue Description:
ENG 489G Grant & Proposal Writing. (3). Best practices for finding, researching, planning, and writing proposals and grant applications.

Prerequisites:
Undergraduate students: ENG 380 or permission of the instructor. ENG 380 provides foundational concepts needed for success in ENG 489. Please contact me immediately if you have not successfully completed ENG 380. Graduate students: Graduate standing.

Attendance:
Even though you should not miss any classes at this level, you are allowed to miss 1 class session for any reason; after this, your final grade for the course may be reduced by 5 points for each class missed. For example, if your final grade averages 91%, missing 2 classes will reduce this to a final grade of 86%. Arriving late and leaving early only disrupts the class and are considered absences, so make every effort to arrive before class starts and remain until class ends.

Late Work:
No late work will be accepted. If you know you are going to miss class, make arrangements to turn in work that is due ahead of time.

Student Decorum:
This course requires ethical and professional conduct, which includes 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 the following for WIU’s policy on academic integrity: http://www.wiu.edu/policies/acintegrity.php.
Students with Disabilities:
In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu, or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

University Writing Center:
The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level, assisting with generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library (3rd floor, west side) and in satellite centers in Simpkins, Bayliss, and Tanner. Call for an appointment (298–2815) and be sure to bring a copy of your assignment.

Electronic Classroom Facilitators:
We have two electronic classroom facilitators (ECFs) to help ensure our video conferencing hardware works and creates an effective classroom environment. Lokesh Dasari is our ECF in Macomb (l-dasari@wiu.edu); Kelli Carlson (kacarlson@wiu.edu) is our ECF in the Quad-Cities. Please make them feel welcome.
**Course Schedule:** Formal notice will be given for any changes to the schedule that need to be made. To participate fully in our discussions, you need to bring the required texts and print-outs of the supplemental readings to class on the day we are scheduled to discuss them.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tr>
<td>8/21</td>
<td>Course Introduction</td>
<td>Karsh &amp; Fox, Lesson 1 (p. 5-13, .pdf)</td>
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| 8/28 | Overview of the Grantseeking Process | Karsh & Fox, Lesson 2 & Appendices 5-6 (p. 15-38; 337-71)  
Rosenberg, Introduction & Back Matter (p. 1-10; 189-99) |
| 9/4  | No Class—Labor Day! | |
| 9/11 | Making Sense of Grant-Application Packages | Karsh & Fox, Lesson 3 (p. 39-57)  
Rosenberg, Decipher the Applications (p. 49-63)  
Atul Gawande, Readings on Checklists (.pdf) |
| 9/18 | Basic Rules to Writing Grant Proposals | Karsh & Fox, Lessons 4-6 & Appendix 2 (p. 59-93; 117-35; 305-06)  
Rosenberg, Stand Out from the Crowd (p. 79-88) |
|      | **Due:** Prospectus | |
| 9/25 | Coalitions & Relationships | Karsh & Fox, Lesson 10 (p. 189-98)  
O’Neal-McElrath, Steps 2 & 12 (p. 21-30; 105-10)  
Rosenberg, Build Your Team (p. 35-47) |
|      | **Due:** Project Checklist | |
| 10/2 | Key Components of the Grant Proposal | Karsh & Fox, Lessons 7-9 (p. 137-78)  
O’Neal-McElrath, Steps 3-5 (p. 31-54) |
|      | **Due:** Participation Self-Evaluation | |
| 10/9 | Program Evaluation & Budgets | Karsh & Fox, Lessons 11-12 (p. 189-211)  
O’Neal-McElrath, Steps 6 & 8 (p. 55-63; 71-84)  
Rosenberg, Budget Fearlessly (p. 119-34) |
|      | **Due:** Network Report | |
10/16 **Sustainability**
Karsh & Fox, Lesson 13 (p. 213-20)
O’Neal-McElrath, Step 7 (p. 65-70)

**Due:** Updated Prospectus

10/23 **Background**
Karsh & Fox, Lesson 14 (p. 221-27)
O’Neal-McElrath, Step 9 (p. 85-90)
Rosenberg, Artist Statement, Bio, and Resume (p. 89-105)

10/30 **Packaging**
Karsh & Fox, Lesson 15 (p. 229-41)
O’Neal-McElrath, Steps 10-11 (p. 91-103)
Rosenberg, Work Sample (p. 107-17)

11/6 **After Submitting the Grant Proposal**
Karsh & Fox Lessons 16-17 & Funders Roundtable III (p. 271-298)

11/13 **Due:** Draft of Grant Project

11/20 **No Class – Thanksgiving!**

11/27 **Due:** Project Reviews and Revision Checklist

12/4 **Review for Final Exam**
Karsh & Fox, Funders Round Table II & Appendix 1 (p. 243-67; 299-304)

**Due:** Participation Self-Evaluation

12/11 **Final Exam:** 6:00 – 7:50

**Due:** Final Grant Project