

Fall 2019 TECM 4100 (Proposal Writing)

Class Location: AUDB 313

Class Time: Wednesday, 5:00PM-7:50PM

The first two pages of this document provide a quick overview of what to expect in this course. The other pages of this document provide additional details about assignments, policies, and grading criteria.

Dr. Ana Krahmer

E-mail Address: ana.krahmer@unt.edu

Office Location: 028 Willis Library

Office Hours: 10AM-1PM p.m. on Wednesdays and by appointment

Description

Writing Proposals is an advanced study of technical writing that provides students with a foundation in grant seeking and persuasive writing. Students will learn each component of the granting process, including identifying appropriate funding streams, developing fundable themes, writing a specific work plan and budget, and understanding the grant review process. Coursework will involve readings, lecture videos, request for proposal analyses, writing and editing proposals, and workshops. By the end of the course you should be able to

- understand how grant and proposal funding is requested and given within a university and industry setting;
- locate and assess funding opportunities such as RFPs;
- write persuasive grant and proposal projects for various audiences, purposes, and rhetorical situations;
- edit grants and proposals to ensure they answer funding opportunities and persuade audiences.

Texts

You have one required textbook for this course in addition to weekly readings provided through Canvas:

- Freed, Richard C., Romano, Joseph d., & Freed, Shervin. *Writing Winning Business Proposals*. 3rd edition. McGraw-Hill. 2011.

Assignments

The following is a list of the major assignments in this course and their grade weights:

Assignment 1: Proposal Analysis, 100 points

Read and analyze an example proposal of your choice (e.g., business plan, nonprofit grant proposal, or academic grant proposal) that applies the concepts of organization and logic.

Grant Proposal Project

Respond to a funding opportunity related to either news media preservation/access* **OR** to a research or business topic of your choosing. Research grants could include an application to conduct research on behalf of a university. Business proposals could include a business plan for your own micro-business, a type of small business, often unregistered, having five or fewer employees, and requiring seed capital of no more than \$35,000. Nonprofit grants could request funds for a nonprofit you care about.

*You will receive 25 points extra credit on **Assignment 5C: Final Grant Application Packet** if you choose to propose a topic related to news media preservation/access.

Grant Proposal Assignment Components

Assignment 2: Funding Agency Letter of Inquiry, 150 points

You will identify a funding agency where you believe your proposal could find funding. Prior to submitting an application, you will prepare a letter of inquiry to a chosen funder. This letter will summarize your project and plan, and it will inquire into whether the funding organization would find your plan of interest for sponsorship. You will arrange your letter of inquiry around a chosen funding organization's public information.

Assignment 3: Proposal Narrative, 200 points

1000-1250 words, this narrative will fit with the requirements of the application your chosen funding agency requires. The narrative should be designed around what the funder (audience) requests, and your idea should be shaped with *ethos/pathos/logos* in mind, with the goal of convincing the funder of your project's value. You will include external research to support your narrative.

Assignment 4: Project Timeline, Staffing, & Deliverables, 150 points

No proposal will fund without a reasonable time and explanation of staffing. Often, proposals are submitted before staff have been hired, though staffing is planned to be hired if the project is funded. You will develop a project timeline, explaining project milestones, staff roles, and any workflow stages needed to fulfill the project.

Assignment 5A: Draft Grant Application Packet, 50 points

You will combine all materials you've prepared this semester for application review (by classmates). Your reviewers will submit feedback on the strength of your application materials, with recommendations for funding.

Assignment 5B: Application Review, 50 points

You will step in the shoes of a reviewer, evaluating your peers' final grant application packet in a blind-review process. Your commentary should focus on the effectiveness of the application, the strength of the rhetoric, and whether or not you believe (as a representative working in the interests of the funder) that this project should be sponsored.

Assignment 5C: Final Grant Application Packet, 100 points

Based on the feedback you've received from the instructor and your application reviewers, you will revise all documents you've prepared for the grant application and submit these in one, unified packet for final grading.

In-Class Assignments & Weekly Reading Assignments (150 points)

Each week you and your team members will create and respond to one reading question in the team discussion boards. You will also complete one in-class assignment for each class period.

For the weekly readings: Your team will nominate a new reading leader each week. That leader will create and answer a discussion question to post in the discussion board, and every other team member will respond to this discussion question for that week.

Unless otherwise stated, weekly readings cannot be made up due to an absence.

In-class Assignments must be completed in order to complete major assignments. Much of the work we do in this class builds upon in-class assignments.

Preparation and Participation, 150 points

Preparation: You are expected to read and watch materials and to complete deliverables before class meetings.

Participation: You are required to participate thoughtfully and respectfully during class meetings by responding to discussion board and reviewing preparation work with the class.

Grading

Each assignment will be graded according to the requirements and the quality criteria for the assignment. Your final course grade will be based on the total points earned, minus any penalties for non-attendance (see Attendance).

- A: You earned 90-100% of the possible points.
- B: You earned 80-89.9% of the possible points OR your course grade was lowered to a B due to the Attendance Policy.
- C: 70-79.9% of the possible points OR your course grade was lowered to a C due to the Attendance Policy.
- D: You earned 60-69.9% of the possible points OR your course grade was lowered to a D due to the Attendance Policy.
- F: You earned less than 60% of the possible points OR your course grade was lowered to an F due to the Attendance Policy.

Policies

- **ADA**

In accordance with the Americans with Disabilities Act and Section 504, Rehabilitation Act, I will work with the Office of Disability Accommodation to help reasonably qualified students with disabilities. If you have such a disability, please advise me in writing of your needs no later than the second week of class.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

- **Academic Honesty and Integrity**

As a student enrolled in a senior-level university course, you are expected to take responsibility for your own learning and to uphold the highest academic standards at all times.

- Do your own work.
- Do new work for every assignment—do not reuse work that you created for other purposes.
- Do your best on every assignment—strive to meet professional standards.

Follow the UNT Policy for Student Academic Integrity.

(https://policy.unt.edu/sites/default/files/06.003_StudentStandardsOfAcademicIntegrity_8_2017.pdf)

This policy defines the following forms of academic dishonesty:

Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

Plagiarism: the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating: academic dishonesty intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

If any course material is submitted that violates this policy of academic dishonesty, the assignment will receive a grade of "F," and appropriate judicial action will be filed. This action includes a report of academic misconduct to your college Dean and possible dismissal from The University of North Texas. There are no first-offense warnings regarding plagiarism. As this is a senior-level course it is expected that plagiarism and the correct use (citation) of others' ideas (including print, digital, images, and other media) are fully understood. Contact me if you're ever confused about what constitutes academic dishonesty. Misunderstandings,

miscommunication, oversights, or lack of comprehension as to what constitutes academic dishonesty is not accepted in this course.

- **Attendance**

The attendance policy is designed to help you to develop and practice the skills and habits that employers want. The self-discipline of regular and prompt attendance is an important aspect of professionalism. Responsible students understand and appreciate this policy, which helps you to follow through on your educational goals.

You should make a firm commitment to attend every class meeting. However, due to the complexities of student life, my attendance policy generously allows 2 absences without penalty. (That is a 10% rate of absenteeism, which would be unacceptable in most professional contexts.) You should reserve those absences for days when you are ill, accidentally sleep late, have car trouble, or experience other issues that unexpectedly prevent attendance.

Be clear about the requirements and penalties:

- After the 2 penalty-free absences, each additional absence will lower your final course grade by one letter.
- If you arrive more than 10 minutes late or leave before class is dismissed, I will record a half-day of absence.
- Excused absences will be granted **only** for Religious Holy Days (communicated during the first week of the semester), Active-Duty Military Service (communicated in advance), Official University Functions (communicated to me in advance), and documented medical issues of more than 1 week's duration, as described in the UNT Attendance Policy.

(http://policy.unt.edu/sites/default/files/06.039_StudentAttendance_2016.pdf)

DO NOT ask for an excused absence due to a minor illness, a doctor's appointment, car trouble, a job interview, a conference, or similar circumstances. These types of situations are why you get the penalty-free absences.

DO NOT ask how you can "make up" for missed days. **To be fair to everyone, everyone gets the stated number of penalty-free absences, and everyone is penalized in the same manner for excessive absences.**

UNT cares about student success. If you experience difficult circumstances that interfere with your educational goals, please consult the UNT Care Team or Student Services for guidance.

Assignment Submission

The assignment submission policy is designed to help you develop the skills and habits that employers want. The self-discipline of meeting deadlines is an important aspect of professionalism. Responsible students understand and appreciate this policy, which helps you to follow through on your educational goals.

- Take responsibility to submit every assignment on time. **"On time" means before the deadline.**

The deadline for an assignment will be indicated in Canvas, included in the assignment instructions, and mentioned in class.

- Low-stakes and in-class assignments (worth 25 points or less) **will not** be accepted late, unless otherwise stated. To earn more than 0 on these assignments, submit them before the deadline.

- For **each 24-hour period that a major assignment is late**, you will lose 10% of the total points possible for the assignment. After four 24-hour periods have passed, the paper receives an automatic "F." For example, if an assignment is due at 8 a.m. on Monday, and you submit it at 8:05 a.m. on Monday, you will lose 10% of the total points possible for the assignment.
- To avoid any negative impact from possible technical issues, you should develop the good habit of submitting your work at least 12 hours before the deadline. By doing so, you will give yourself time to resolve issues before the deadline.
- After submitting an assignment, verify that it is in Canvas and is available to the instructor for grading. It is your responsibility to use these tools correctly.
- **DO NOT** ask for "leeway." As in the workplace, there are consequences when a deadline is missed.
- As an adult enrolled in a senior-level university course, you are expected to take responsibility to learn how to submit assignments in Canvas, to manage your time, to resolve technical issues, and to meet deadlines.
- Before submitting an assignment for grading, ensure that it meets the assignment requirements as listed on the assignment sheet. Also double-check your work against the quality criteria that were presented for the assignment.
- When an assignment is due for grading, **submit it through Canvas**. Plan ahead and allow plenty of time to resolve any issues that you might experience with your computer, your Internet connection, Canvas availability, etc.
- **If you are asked to bring a printed document for an in-class activity**, such as Peer Review, print the document before class begins and remember to bring the printed document to class. **Do not** ask to leave class to print the document. **Do not** bring your laptop or other device and expect other students to read your document on that device. If you do not bring a printed document when one is required, you will not be able to participate in the activity, and the instructor may record an absence or half-absence for the class period.
- **Turnitin Submissions:** Some written assignments will be submitted as Turnitin assignments. Turnitin is a third-party web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your name and other personal information from the document. After submitting an assignment, verify that it was submitted and that it is available to the instructor for grading.

Classroom Conduct

The classroom conduct policy is designed to help you develop the skills and habits that employers want. The self-discipline of respectful, responsible, and productive behavior is an important aspect of professionalism. Responsible students understand and appreciate this policy, which helps you to follow through on your educational goals.

As a student in a senior-level course, you are expected to take responsibility for following the UNT Student Code of Conduct (https://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf).

Off-task and disruptive behaviors: Even adults in a senior-level class sometimes need to be incentivized to stay on task. Therefore, 1 absence or a half-absence may be recorded if the instructor observes off-task behaviors such as smartphone use, computer use, side conversations, sleeping, doing work for other courses, etc., during lectures, small-group activities, or work periods.

Computer Lab Rules

This course takes place in a computer lab. Students must follow the lab rules.

- Make appropriate use of technology.
- Do not make disruptive, distracting, or off-task use of any technology during class.
- Do not use technology unless it is required for a classroom activity. For example, if there is a lecture or a class discussion, you should not be using your phone.
- If you fail to comply with instructions concerning the use of computers, phones, tablets, or other technology, you may be asked to leave the classroom, and in that event, you will be counted as absent for the day.

Religious Holidays

In accordance with State law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. Travel time required for religious observances shall also be excused. Please see the UNT Student Handbook for information on which holidays or holy days are covered by this policy. State law also requires that students notify their teachers at the beginning of the semester if they expect to miss class on a religious holiday during the semester but want to make up the work missed. Students will be allowed to make up the work **provided they have informed their teachers in writing within the first 15 days of the semester.**

University-Authorized Activities

University policy requires that students provide their teachers with **an official notification card issued by the university** if they want to make up any in-class work they missed while they were involved in a university authorized activity.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Peer Reviewing

As in many writing classes, this class includes a peer review component. For example, we will have peer review workshops, in which students evaluate one another's documents and provide written feedback. Be sure to talk with the instructor if you have any questions about how to evaluate and apply the suggestions from these workshops.

Typical Grading Criteria for Reading Summaries and Other In-Class Writing Assignments

In-Class assignments allow you to work through new information and to process your thoughts. Your writing should be specific, accurate, clear, and well organized; however, due to the short time frame, the writing is not expected to be highly polished.

	Fails to Meet Minimum Requirements	Meets Minimum Requirements
Content	Presents an incomplete, inconsistent, or extremely under-developed response to the assignment.	Submitted on time; addresses the required points accurately and with a reasonable level of detail, given the timeframe for the assignment.
Clarity	Often has such significant issues with structure or language that it is difficult for the reader to make out the meaning.	Submitted on time; generally presents information in a clear and organized manner, although it might lack the polish required for publishable writing.

Typical Criteria and Point Values for Major Assignments

Major Assignments involve a process of **drafting, writing, feedback, and revision**. The final draft will be judged against professional standards, taking into consideration the audience, the scenario for the assignment, and other aspects of the rhetorical situation. Not all criteria below apply to all assignments. *Assignment-specific details will be discussed in class* to ensure that the requirements are clear.

	Does Not Meet or Partially Meets Minimum Requirements	Meets Minimum Requirements	Good Quality	Outstanding Quality
Purpose/ Audience	Purpose/audience is ineffectively communicated or is not consistent with this assignment.	<p>Generally effective, but the overall quality is diminished due to issues such as:</p> <ul style="list-style-type: none"> • The purpose/audience is too broad or too narrow for this assignment. • The purpose/audience is not completely sustained throughout the document. • The introduction needs revision to present a stronger or more focused appeal to a specific audience. • The conclusion needs revision to present a stronger or more focused appeal to a specific audience. 	<p>Responds to the rhetorical situation by establishing a significant purpose and addressing a specific audience. Usually sustains a clear focus and a strong purpose.</p> <p>The thesis is clearly stated at the beginning, and the introduction and conclusion present a focused appeal to a specific audience.</p> <p>There might be a need for revisions in a place or two, such as cutting a non-essential sentence from the intro or conclusion, or rewording a topic sentence to more clearly connect to the thesis and audience.</p>	<p>Presents a strong and substantial response to the rhetorical situation by establishing a clear purpose that is timely and relevant to the needs of a specific audience. Consistently focuses on this goal and the audience's needs.</p> <p>The introduction clearly states the thesis and is crafted to gain the audience's attention while establishing the context, relevance, and purpose.</p> <p>The conclusion wraps up the discussion without needless repetition and makes a final, purposeful appeal to the audience. Could be used as an exemplar for this Quality Indicator.</p>
Development and Support	<p>Overall, development or support is ineffective, is not consistent with this assignment, or is diminished due to issues such as these:</p> <ul style="list-style-type: none"> • Does not meet the requirements for the number or types of sources. • Misses the minimum word count/ presentation length by 10% or more. • Incorrect use of sources, such as unattributed text or missing quote marks around text. 	<p>Generally effective, but the overall quality is diminished by issues such as:</p> <ul style="list-style-type: none"> • Gaps in support. • Redundant or extraneous information. • A source that the audience is unlikely to find credible. • Over-reliance on a single source. • Over-reliance on quotes from sources. 	<p>Usually presents sufficient detail to fulfill the rhetorical purpose and to enable the audience to take action.</p> <p>There might be a need for revisions in a place or two, such as clarifying an explanation, providing an additional detail, or cutting a redundant or off-topic sentence.</p>	<p>Presents sufficient and varied types of information to meet the demands of the rhetorical situation.</p> <p>The intended audience is likely to consider the information useful, credible, and actionable.</p> <p>Could be used as an exemplar for this Quality Indicator.</p>
Structure and Design	Overall, the structure of the document or the design of the visual elements is ineffective or is not consistent with the assignment.	<p>Generally effective, but the overall quality is diminished by issues such as:</p> <ul style="list-style-type: none"> • Ineffective topic sentences. 	<p>Usually presents the content in a logical and effective arrangement.</p> <p>Most visual elements (if required by the assignment) are effective.</p>	<p>Presents the content in a logical and effective arrangement, guiding the audience through the information and ideas. The structure makes it easy for the</p>

		<ul style="list-style-type: none"> • Information that would be more effective in different positions. • Overly long blocks of text. • A visual element that is unreadable or unappealing due to font size, color, position, size, or clarity. • A visual element that is not consistent with other elements. 	There might be a need for revisions in a place or two, such as rewording a topic sentence, moving a sentence or a paragraph to a more effective position, or enhancing the readability of a visual element.	<p>reader to understand, use, and refer to the information.</p> <p>All visual elements (if required by the assignment) are readable and useful. Considered together, these elements are professional, consistent in style, and well suited to the purpose/audience.</p> <p>Could be used as an exemplar for this Quality Indicator.</p>
Professional Ethos	Overall, the Professional Ethos is ineffective or is not consistent with the assignment.	<p>Generally effective, but the overall quality is diminished by issues such as imprecise wording, inconsistency in tone, abrupt changes of topic, wordy phrases, overly complex sentences, overly formal language, or passive voice.</p> <p>Most paragraphs are free of errors; however, there might be several errors that impact readability or clarity, such as fragments, run-ons, and misused words.</p>	<p>Usually is clear, concise, and appropriate in tone for the audience and purpose.</p> <p>There might be a need for revisions in a place or two, due to issues such as imprecise wording, inconsistency in tone, an abrupt change of topic, a wordy phrase, an overly complex sentence, overly formal language, or passive voice.</p> <p>Most paragraphs are free of errors. There might be occasional low-impact errors, but few errors that impact readability or clarity.</p>	<p>Consistently uses clear, concise, impactful language and a tone that is well-crafted to achieve the purpose and influence the audience.</p> <p>Makes effective use of transitional words and phrases to create a smooth flow of ideas and information.</p> <p>Is virtually free of errors, as expected in published writing.</p> <p>The department could use this document as an exemplar for this Quality Indicator.</p>

Schedule

Below is a tentative schedule for this section of 4100. The schedule is subject to change pending our progress this semester.

Date	In-Class Activities	Readings Due	Assignments Due
Week 1 (Aug 28)	Course intro, overview of syllabus, the three tools of persuasion, rhetoric discussion	Supplementary Reading: "Preparing a Research Proposal"	
Week 2 (Sep 4)	Types of proposals II, introduce Assignment 1: Proposal Analysis	Freed, Ch 1-2; Supplementary Reading: Grove, "Finding Funding: Writing Winning Proposals for Research Funds"	
Week 3 (Sep 11)	Peer review (in class) of Assignment 1: Proposal Analysis; non-standard funding presentation	Freed, Ch 3; Supplementary Reading: Anderson, "Free Money!"	Assignment 1: Proposal Analysis Draft due, before 5PM Wednesday
Week 4 (Sep 18)	Introduce Letters of Inquiry; introduce Assignment 2: Letter of Inquiry; Identifying Funders: introduction to Foundation Center	Freed, Ch 4-5; Supplementary Reading: Flavin, "Tips for Writing a Winning Grant Proposal" Supplementary Reading: Hayhoe, "Practicalities: Writing a Strategic Plan for a Small Business"	Assignment 1: Proposal Analysis Final due before 5PM Wednesday
Week 5 (Sep 25)	Letters of inquiry in-class activity; evaluate	Freed, Ch 6; Supplementary	

Date	In-Class Activities	Readings Due	Assignments Due
	letter models; persuasion exercise (in class)	Reading : Fontichiaro, "Need Maker Equipment? Write a Compelling Grant"	
Week 6 (Oct 2)	Peer review (in class) Assignment 2: Letter of Inquiry; begin discussion of topics for full proposal project	Freed, Ch 7 ; Supplementary Reading : Langille, Navigating the Road to Success . . ."	Assignment 2: Letter of Inquiry Draft due before 5PM Wednesday
Week 7 (Oct 9)	Data storytelling, begin proposal narrative assignment, In-class: "you can't hate babies"	Freed, Ch 11-12 (skim—revisit later) ; Supplementary Reading : Lead with a Story Supplementary Reading : Lucas, "Communicating Entrepreneurial Passion . . ."	Assignment 2: Letter of Inquiry Final due before 5PM Wednesday
Week 8 (Oct 16)	Continue proposal narrative assignment, designing convincing arguments for your topic	Freed, Ch 5 (revisit)	

Date	In-Class Activities	Readings Due	Assignments Due
Week 9 (Oct 23)	Assignment 3: Proposal Narrative Draft peer review (in class)	Freed, Ch 9; revisit Freed, Ch 11-12	Assignment 3: Proposal Narrative Draft due before 5PM Wednesday
Week 10 (Oct 30)	Introduce Assignment 4: Project Timeline, Staffing, & Deliverables	Freed, Ch 10 & 13	
Week 11 (Nov 6)	Matching proposal narrative to your project plan: ensuring accuracy & consistency in application materials; Human Subjects Research	Freed, Ch 14 (use for assignments 3-4)	Assignment 3: Proposal Narrative Final , due Friday, Nov 15, before 5PM
Week 12 (Nov 13)	Peer review of Assignment 4: Project Timeline, Staffing & Deliverables draft	Continue Freed, Ch 14 (use for assignments 3-4)	Assignment 4: Project Timeline, Staffing & Deliverables Draft
Week 13 (Nov 20)	Compiling the application: go over Assignment 5A: Draft Application Packet	Supplementary reading: Pokrywczynski: "Peer Reviewers Find Success in Grant Writing"	Assignment 4: Project Timeline, Staffing & Deliverables Final , due Nov 20 before 5PM
Week 14 (Nov 27)			Assignment 5: Draft Application Packet, due Nov 27 before 5PM

Date	In-Class Activities	Readings Due	Assignments Due
Week 15 (Dec 4)	In-Class application reviews	Freed, Ch 8	Assignment 5B: Application Review, in class
Week 16: FINALS (Dec 11)			Assignment 5C: Final application packet due 12/11 by 8PM