

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Interdisciplinary Humanities (Technical Communication)
Prefix:	<b>TW</b>	Number:	<b>443</b>
	<b>C</b>	Title:	Grant & Proposal Writing
			Units: <u>3</u>

Course description: **Develops persuasive strategies and approaches for researching and writing professional funding proposals and grant applications.**

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. \_\_\_\_\_ (Required)

**Requested designation:** Literacy and Critical Inquiry-L **Mandatory Review:** (Choose one)

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2019 Effective Date: **October 5, 2018**

For Spring 2020 Effective Date: **March 8, 2019**

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books


**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Eva Brumberger E-mail Eva.Brumberger@asu.edu Phone 480.727.5981

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Eva Brumberger Date: 8/10/18

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		<b>assignments, syllabus</b>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="margin-top: 10px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		<b>assignments, syllabus</b>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="margin-top: 10px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		<b>assignments, syllabus</b>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="margin-top: 10px;">C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p><b>syllabus, assignments</b></p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
<b>TWC</b>	<b>443</b>	<b>Grant and Proposal Writing</b>	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	All assignments in the course are writing assignments, including worksheets, reports, drafts, peer review, and final proposal	Assignment list: all assignments
C-2	Students use worksheets to guide gathering information related to finding information on a 1) client on whose behalf they will write a proposal and a funding agency to whom the proposal will be written and 2) on the problem or need that is the basis for the proposal. This information gathering is followed by analysis presented in a 1) report and 2) draft background and problem statement	Assignment list: worksheet assignments, report assignment, draft problem statement and goals assignment on pages 5-9
C-3	Students compose a report to describe and analyze 1) the organization on whose behalf they compose a proposal and 2) the funding agency to whom the proposal will be written. The analysis requires significant depth to analyze how the organization and funding agency are appropriate fit. The second lengthy in-depth writing assignment is the completed final proposal	Assignment list: organization/ funder analysis report on pages 3-4; completed proposal assignment on page 9
C-4	Assignments are sequenced in the course so that students complete worksheets, drafts and peer reviews so that they work on researching and composing a grant proposal in stages. Students received feedback from both peers and instructor prior to the next step in the process. Prior to final submission, students revise and submit a final draft for review and	Assignment list with description of each sequenced task and assignment; weekly list in the syllabus.

feedback. Instructor feedback is provided within 24 hours of the deadline for each assignment.

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Barbara D'Angelo

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## TWC 443 & TWC543: Grant and Funding Proposals - Fall 2017 2017Fall-X-TWC443-TWC543-75754-78176-78177-76158

Syllabus

# Syllabus

[Alignments](#)[Print the complete syllabus](#)

## Course Number and Title

TWC443/543 Proposal Writing

## Credits

3

## Prerequisites

- ENG102, 105, or 108

## Faculty

**Name:** Dr. Barbara D'Angelo**Office:** Santa Catalina Hall, Polytechnic Campus**Phone:** (480) 727-1160**Email address:** bdangelo@asu.edu**Office hours:** Arranged via email

## Catalog Description

Develops persuasive strategies and themes for researching and writing grant and funding proposals.

## Learning Outcomes

Outcomes articulate the skills, abilities, and knowledge that students learn in the TC Program. If you are a TWC major, you will present examples of your work from the courses you have taken in your capstone portfolio to demonstrate your learning based on these outcomes. As you are taking courses, an understanding of the outcomes will help you in two ways: 1) it will help you understand how the various courses tie together and integrate work and experiences and 2) it will help you to identify and select coursework for your portfolio that meets specific outcomes.

In this course, the outcomes that are specifically addressed include:

#### Rhetorical Knowledge:

- Learn and use key rhetorical concepts through analyzing and composing a variety of texts
- Gain experience reading and composing in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes
- Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure

#### Critical Thinking, Reading, and Writing

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials
- Use strategies to compose texts that integrate the writers' ideas with those from appropriate sources

#### Processes

- Develop a writing project through multiple drafts
- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Use composing processes and tools as a means to discover and reconsider ideas
- Experience the collaborative and social aspects of writing processes
- Learn to give and to act on productive feedback to works in progress

#### Knowledge of Conventions:

- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling through practice in composing and revising
- Gain experience negotiating variations in genre conventions
- Learn common formats and/or design features for different kinds of texts

To meet these outcomes, on completion of this course, you will be able to:

- identify relevant sources of funding
- analyze and evaluate application guidelines to compose a funding proposal
- analyze a funding agency (audience analysis)
- define and describe a problem or research question appropriate for funding
- identify and implement successful research strategies in support of a funding proposal
- analyze retrieved information to use in support of a funding proposal

- follow application guidelines to compose a funding proposal using appropriate structure, style, tone, formatting, and mechanics
- compose a completed funding proposal following funding agency guidelines

## Textbook

Coley, S.M. & Scheinberg (2017). *Proposal writing. Effective Grantsmanship for Funding, 5th edition*. Los Angeles: Sage.

## Course Topics and Schedule

Activities used for instruction and assessment of learning include: discussion/presentations; textbook and supplemental readings; individual and group activities/assignments.

### ACTIVITIES/ASSIGNMENTS

#### WEEK 1

Discussion post/responses

#### WEEK 2

Discussion post/responses

Client selection email

TWC543: Fellowship or research grant funding selection

#### WEEK 3

Discussion post/responses

Survey of the organization worksheet

#### WEEK 4

Discussion post/responses

Funder/organizational analysis report

#### WEEK 5

Discussion post/responses

Problem/need worksheet

TWC543: Fellowship/research grant draft 1

#### WEEK 6

**C-1, C-4:  
sequencing of  
assignments  
to show  
progression  
through  
worksheets  
and drafts**



Discussion post/responses

Draft problem statement, goals, and objectives

TWC543: Fellowship/research grant draft 1 peer reviews

### **Week 7**

Problem statement peer reviews

Revised goals and objectives

### **Week 8 (please note this is a 1 1/2 week assignment due to Fall break)**

Discussion post/responses

Budget worksheet

TWC543: Fellowship/research grant draft 2

### **Week 9**

Discussion post/responses

Draft budget/evaluation plan

TWC543: Fellowship/research grant draft 2 peer reviews

### **Week 10**

Discussion post/responses

Budget/evaluation plan peer reviews

### **Week 11**

Full draft

### **Week 12**

Full draft peer reviews

### **Week 13**

Discussion board post and responses

### **Week 14-15**

TWC543: Fellowship/research grant final proposal

Discussion post/responses

Final proposals

**assignment sequence  
continued**

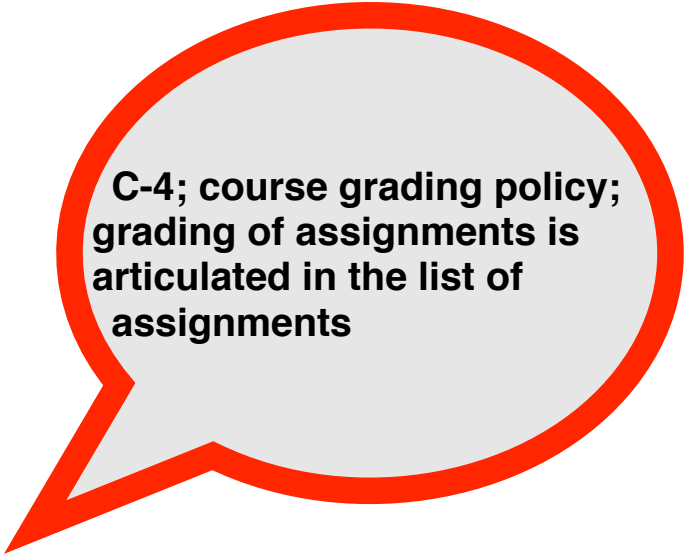
## Grading

**+/- grades are not used in this course**

Your writing should at all times be professional and consist of proper content, tone, style, formatting, language, and grammar. Proofread and edit your assignments prior to submission. Assignments will be returned in a timely manner so that you have feedback for improvement of subsequent work.

### Grading: TWC443

Grade	Percentage
A	284 - 315 points
B	252 - 283 points
C	221 - 251 points
D	189 - 220 points
E/F	0 - 188 points



**C-4; course grading policy; grading of assignments is articulated in the list of assignments**

### Grading: TWC543

Grade	Percentage
A	392 - 435 points
B	348 - 391 points
C	305 - 347 points
D	261 - 304 points
E/F	0 - 260 points

## Late Assignments

**Late assignments are not accepted except for documented emergencies.**

Notify the instructor **BEFORE** an assignment is due if a situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Communicating With Me

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions related to your grades, feedback, or other questions based on your personal situation to your instructor. You can expect a response within 24 hours.

## Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

## Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email as well as course announcements and other posted information regularly.

***All instructor correspondence will be sent to your ASU email account.***

## Course Time Commitment

This three-credit course requires approximately 135 hours of work.

## Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard.

## Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

## Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#).

Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

## Accessibility Statement

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

**ASU Online and Downtown Phoenix Campus      Polytechnic Campus**

University Center Building, Suite 160  
602-496-4321 (Voice)

480-727-1165 (Voice)

**West Campus**

University Center Building (UCB), Room 130  
602-543-8145 (Voice)

**Tempe Campus**

480-965-1234 (Voice)

## Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- Standard office software (word processor, presentation software)
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

## Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

## Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

## TWC443 Proposal Writing

**Note: Please check the course site regularly for updates and the most current information. Updated information in the course site over-rides information in this document.**

**TWC543: Please read the separate document with the **additional** assignments for the graduate section of the course. As grad students, you are responsible for completing both sets of assignments.**

### Discussion Board Posts

During this course, you will participate in discussion using the **Discussion Board** in Blackboard. All students are expected to actively engage in the discussion by applying concepts learned in readings to respond to the questions/prompts for the week. **Check the course site for due dates.**

Posts and required tasks should be thorough, incorporate or cite readings to support claims, add to discussion (rather than repeating what has been said by others) and/or ask questions related to the topic for the week. Posts should be well-written: well-organized, clear, and error-free (proofread before posting). Students are reminded that discussion board posts are part of a classroom and should not be considered equivalent to chat room, texting, or other informal social platforms.

**Discussion Board Grades:** discussion will be graded as:

- 5 pts: full credit for posts that are thorough and well-written (organized and error-free), clearly demonstrate application of readings or other course materials to respond to questions, engage with others through follow-up posts and/or questions
- 2 pts: partial credit for posts that are lack thoroughness or are off-topic, do not demonstrate use of readings or other course materials, and/or do not engage with others through follow-up posts
- 0 pts; no credit for posts that lack civility, simply repeat what others have already said, and/or are poorly written regardless of the number of posts.

### Proposal

Over the next 15 weeks, you will complete a comprehensive and persuasive funding proposal for an organization of your choice. You will identify an organization for whom you will write the proposal, research and select an appropriate funding source, analyze the funding agency's requirements, complete the research necessary to support your request for funding, and complete the proposal based on the requirements of the funding agency that you have selected. As part of this process, you will collaborate with each other to share

drafts and provide one another with feedback.

**Course note:** For this course, you will select a real organization, funder, and funding opportunity to write your proposal. It might help to think of yourself as a freelancer or contractor who recruits and works with clients. Your proposal will be submitted to me as your course assignment(s).

### Client Selection Email (5 pts)

During this course, you will complete a funding proposal for an organization of your choice. Before you begin working on more in-depth research, your choice of organization on whose behalf you will compose a proposal must be approved by me.

You should choose an organization in which you have interest. If you are a volunteer, for example, you might consider whether that organization is in need of funding of some sort. Or perhaps there is a school, educational support organization, or other non-profit organization that you would like to work with so that we can help them find funding.

In an [email](#) to me (do not submit to the Grade Center):

1. identify the organization on whose behalf you will compose a proposal and explain **thoroughly** but concisely why you have selected that organization.
2. include in your email whether you plan to work with the organization to submit the proposal after the course is over or whether you plan to only submit the proposal as a course assignment. If you do plan to work with the organization, a contact person from that organization must also submit an email to me acknowledging that you are working with them and that they understand it is a course assignment and are prepared to work with you during the next 15 weeks.

Remember, we are role playing. Your email should be addressed to me as a supervisor, using appropriate formatting, style, and tone.

#### Grading:

- content (0-3 points): thorough but concise email that identifies the organization and explains the selection
- mechanics (0-1 point): email is free of mechanical errors, including spelling, usage, punctuation, and grammar
- formatting (0-1 point): email contains an appropriate subject line and is formatted as a professional email. If you're unfamiliar with composing professional email, see [this tutorial on email](#)

**C-2**

### Survey of the Organization Worksheet (5 pts)

Proposal writing takes a significant amount of research. Successful proposals require an

understanding of the organization for which you're writing and of the funding agency that the proposal will be submitted to. In addition, it requires an understanding of the problem or need that will be the subject of the proposal/request for funding. There is only one way to gain that knowledge: research. To get started, you will complete the survey of the organization worksheet for this assignment.

The Survey of the Organization Worksheet provides you with a set of questions for you to research and answer so that you have as complete an understanding of your organization as possible. You will use this information for your organization analysis in your report to me this week.

Grading:

- 5 pts: full-credit for a worksheet that is complete and demonstrates thorough research to find information on the organization
- 2.5 pts: half-credit for a worksheet that responds to questions but lacks thoroughness or is otherwise incomplete and shows minimal effort to research the organization
- 0 pts: worksheet not completed

**C-2, C-3**

### **Organization/Funder Identification/Analysis Report (50 pts)**

In this assignment, you will 1) identify and analyze the organization on whose behalf you will compose a proposal as well as the specific need for funding; and 3) identify and analyze the funder. This assignment is a short report in memo format. If you are unfamiliar with memos, please refer to the Purdue OWL handout on [memo writing](#). And remember, you're submitting the report to your supervisor: use appropriate tone and style.

#### **Part 1: Identify and analyze the organization**

Your first task is to identify and analyze the organization (your client) for which you will write a proposal. You will need to do some research about the organization in order to complete this assignment.

- identify the name and location of the organization
- use the information from your Survey of the Organization worksheet to analyze the organization: **summarize** what you found in narrative format
- describe your research method: how did you locate the information for the analysis? Be specific and cite sources (APA formatting style).
- describe the need for funding that will be the basis of your proposal. At this point, it does not need to be formulated into a problem statement; however, after researching the organization, you should have an idea about what it is the proposal will request funding for
- place the funding need in context of the organization's goals and mission using your analysis. In other words, I don't want to see a one line that simply states what the money will be used for. Instead, you should **analyze** so that the funding need has context and purpose based on the organization's mission/vision. The more



thorough you are now, the easier the problem statement will be next week.

## Part 2: Identify and analyze the funder

In this section of your report:

- identify the funder you have selected
- describe and analyze the funder you have selected and the proposal requirements: what is its mission, goals, values? what types of programs and projects does it fund? What are there geographic or other restrictions imposed on funding?
- describe proposal requirements: what is the deadline for the proposal? what type of information is required? are specific components (such as those listed on page 4 of the textbook) required? what are the formatting guidelines? how much funding can be applied for? is it a fixed amount or range? what else does the funding agency require or expect as part of the proposal process?
- attach a copy of the agency's proposal guidelines/requirements (or a URL). Remember you must be able to access completely the funding guidelines, criteria, and formatting requirements WITHOUT creating or registering for an account

### Grading will be based on:

- Comprehensive and well-researched analysis of the organization (10 pts)
- Clearly identified funding need and context for the need within the organization's goals and mission (10 pts)
- identification of a funding source that is a clear and logical match for the organization and the project/program to be proposed (5 pts)
- complete description and analysis of the funding agency and the proposal requirements. The results of your analysis should make it clear that the funding source you have selected is an appropriate choice. (10 pts)
- formatting and style (10 pts)
- mechanics (5 pts)

**C-2**

### **Problem/Needs Worksheet (5 pts)**

Last week you identified the problem or need for the organization. That problem or need represents what funding will be requested for. To convince a funding agency to award a grant, they need to be convinced that the problem or need is real and that it is critical that it is addressed. After all, anyone can say the need money to do something that sounds worthwhile. But funding agencies want proof. To provide that proof, you need evidence. To find evidence, you need to do some research.

For this assignment, complete the Worksheet to Develop the Problems/Need Statement. The worksheet asks you to respond to questions that are fairly generic research questions for proposal writing. Keep in mind that, depending on the organization you have selected, some of the questions may not be relevant or you may need to adapt them

to fit. Or, you may find information that is relevant but doesn't quite fit the questions—if you do, simply add it at the end.

### Grading:

- 5 pts: full-credit for a worksheet that is complete and demonstrates thorough research to find information on the organization
- 2.5 pts: half-credit for a worksheet that responds to questions but lacks thoroughness or is otherwise incomplete and shows minimal effort to research the organization
- 0 pts: worksheet not completed

**C-2, C-3**

### Draft Problem Statement and Goals (10 pts)

For this assignment, you will write a draft of your problem statement and goals and objectives. You will submit your draft as a generic problem and goals/objectives statement; in a few weeks, you will adapt it to the format required by the funder you're using. Although the funder you have selected may not use this terminology, the problem statement and goals and objectives are key components of a proposal: they explain why funding is needed and what the organization will do with the funding. No matter how worthy the cause or program, no proposal is ever funded without a well- worded and convincing problem statement with focused and defined objectives that are the basis of the funding request.

Your problem statement should be accompanied by **sufficient background information** that you have gathered through the research you've completed. In other words, you must convince me as the proposal reader that there really is a problem significant enough (for the organization you represent and for its constituents) that I should agree to fund your project/program.

In addition, **your goals and objectives** should be clear and focused enough so that a reviewer would be convinced that they address the problem. Again, no matter how worthy the cause or organization, no funder will award money if goals and objectives are so broad that it is unclear what the money will be used for. Part of being persuasive is to be clear, focused, and specific. And remember: for your problem statements, goals and objectives refer to a specific defined project that the proposal seeks to fund. Goals and objectives should **NOT** be a repeat of the overall organizational goal.

Submit to the Discussion Board, your draft problem statement and goals and objectives. The copy you submit to the Discussion Board will be used for peer review. Keep in mind, this is a draft. The purpose of a draft is to receive feedback so that you can revise and improve the final version. Therefore, grading will be:

- 10 pts: full credit for submission of a draft that demonstrates time and effort to research and writing
- 5 pts: half-credit for a partially completed draft that shows minimal effort and lacks

thoroughness for review

- 0 pts: a submission that is limited in content or formatting or that appears to have been hastily written to meet a deadline

### **Problem Statement Peer Reviews (10 pts)**

Complete 2 peer reviews of your peers' drafts. Work together to ensure that everyone receives at least 1 review.

Please be sure you have read/watched the tutorial on peer review and providing constructive feedback prior to beginning your reviews. Your reviews--including suggestions for improvement--should be constructive, specific, and thorough.

#### **Peer review grades (2 @ 5 pts each):**

- 5 pts: reviews that are complete, demonstrate time and effort to provide constructive feedback by using the 3-step method: describe, evaluate, suggest
- 2.5 pts: reviews that lack thoroughness, provide minimal feedback, and/or do not use the 3-step process of describe, evaluate, suggest
- 0 pts: reviews that are incomplete or demonstrate minimal effort to review drafts; reviews that are unconstructive

### **Revised Goals and Objectives (10 points)**

Using feedback, revise your goals and objectives. Your revision should demonstrate that you have used feedback and readings to help you make the goals and objectives more specific and focused.

Prior to revising your goals and objectives, be sure to review the Rethinking and Revising tutorial and the steps to good revision: read, select, prioritize, reflect, revise.

#### **Grading:**

- Goals are revised, are focused, and communicate the purpose and scope of the specific proposal: 0-5 points
- Objectives are revised, are focused, and state the specific and measurable desired outcomes/results if the proposal were to be funded: 0-5 points

### **Budget Worksheet (5 pts)**

Budgets are another key component of all funding proposals. The budget tells the funder how the money will be spent and whether it will be spent on items that they are willing to fund. As a result, you should read the proposal guidelines carefully to determine what you can and cannot include. Some agencies will not fund salaries, for example. If your budget requests salary information, not only will you not receive that amount but you risk having the funder question your entire proposal.

Budgets are about more than money. They are about ethos--demonstrating that you are responsible and professional, that you understand your project/program and can link funds to specific aspects of it, that you understand the funder, and that you have taken the time to pay attention to the details of the proposal process and guidelines.

Using the sample line item format in the text (p. 97), create a budget for your proposal. If the funding agency requires a different format, you may use that in place of the sample. Use your funder's guidelines to ensure you are not including items that are not allowable.

Submit your budget via the Dropbox.

**Grading:**

- 5 pts: full-credit for a budget that is thorough, breaks down costs, formats the budget so that it is easy to read and follow, and does not include costs that are not fundable based on funder guidelines
- 2 pts: partial credit for a budget that lacks thoroughness, doesn't break down costs, is formatted in a way that is difficult to read, and/or includes items that are not fundable based on funder guidelines
- 0 pts: budget not completed

**Draft Budget and Evaluation Plan (10 pts)**

Draft a budget and evaluation plan.

1. Budget

Include your budget (revised, if necessary, from feedback) AND a justification for items listed. Use the format your funding agency requires; however, include a justification even if your funder does not require one.

2: Evaluation Plan

Complete the 4 steps on pages 88-92 in Coley for writing an evaluation plan. Then, write a narrative evaluation plan. Complete an evaluation plan even if your funder does not require one.

**Grading:**

- 10 pts: full credit for submission of a draft that demonstrates time and effort to research and writing
- 5 pts: half-credit for a partially completed draft that shows minimal effort and lacks thoroughness for review
- 0 pts: a submission that is limited in content or formatting or that appears to have

been hastily written to meet a deadline

### **Budget Peer Reviews (10 pts)**

Complete 2 peer reviews of your peers' drafts in your group. Work together to ensure everyone receives a review.

#### **Peer review grades (2 @ 5 pts/each):**

- 5 pts: reviews that are complete, demonstrate time and effort to provide constructive feedback by using the 3-step method: describe, evaluate, suggest
- 2.5 pts: reviews that lack thoroughness, provide minimal feedback, and/or do not use the 3-step process of describe, evaluate, suggest
- 0 pts: reviews that are incomplete or demonstrate minimal effort to review drafts; reviews that are unconstructive

### **Full Draft (20 pts)**

Compose a draft of your proposal **in the format required by the funder**. If the funding agency requires a cover sheet as an application, be sure you include it as well.

Up to now, you've been composing individual components of your proposal. For this draft, you will revise based on feedback and revise to ensure the information is composed based on the requirements for content and formatting that the funding agency requires.

Use the feedback you've received on previous drafts to revise and pull your proposal together into a complete draft in the format and following the guidelines of your selected funding agency. Be sure to review the funding agency's guidelines--a significant part of learning to write proposals is learning that funding agency guidelines are requirements that must be followed to the letter.

#### **Grading:**

- 20 pts: full credit for submission of a draft that demonstrates time and effort to research and writing
- 10 pts: half-credit for a partially completed draft that shows minimal effort and lacks thoroughness for review
- 0 pts: a submission that is limited in content or formatting or that appears to have been hastily written to meet a deadline

### **Full Draft Peer Reviews (20 pts)**

Complete 2 peer reviews of your peers' drafts in your group. Work together to ensure everyone receives a review.

## Peer review grades

- 10 pts: reviews that are complete, demonstrate time and effort to provide constructive feedback by using the 3-step method: describe, evaluate, suggest
- 5 pts: reviews that lack thoroughness, provide minimal feedback, and/or do not use the 3-step process of describe, evaluate, suggest
- 0 pts: reviews that are incomplete or demonstrate minimal effort to review drafts; reviews that are unconstructive

**C-3**

## Completed Proposal (100 pts)

Submit your completed proposal in the format required by your funder. If you have questions about what to include (or what may be left out), email me in advance.

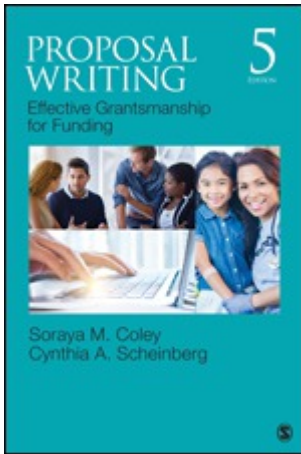
## Grading will be based on

- Complete proposal submitted formatted appropriately based on funder guidelines and requirements (0-20 pts)
- Clearly articulated need or problem with sufficient background to be persuasive (0-20 pts)
- Clearly articulated program or project with specific outcomes that are associated with the problem or need (0-20 pts)
- Budget and evaluation plan that are clear and are associated with the specific outcomes (0-20 pts)
- Mechanics (0-20 pts)



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Preface

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