

ENG 443: GRANT WRITING VIRTUAL CLASS

This course runs for 8 weeks (10/3/22-11/26/22)

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*Please note this is a working description of the course.

**For grad students considering the ENG443G option, this description also represents the scope of the course.

In this course, students will develop skills essential for successful grant writing by focusing on the rhetorical genre of a grant as well as the fostering of relationships — necessary when seeking a grant. Such a dual-focus is essential given the multiple stakeholders involved in the grant-seeking and grant-reporting process. To facilitate experiences with grant writing students will work in teams and be assigned to a community partner. They will work as a team to research, propose, draft, and present potential grant opportunities to the real-life community partner.

No prior grant writing or researching experience is needed. Rather, this is a course designed for experiential learning through practice and reflection.

This means that students will engage in the following activities:

- (1) *practice* analyzing the rhetorical practices and moves made by different grant seeking organizations, examining the texts they produced for various grant funders;
- (2) *practice* creating a grant proposal of their own;
- (3) *learn* grant writing concepts and jargon associated with creating and coordinating the multiple types of documents, gaining hands-on experience preparing effective proposals;
- (4) *practice* identifying and selecting funding sources; and
- (5) *develop* a draft of a grant proposal.

The end goal is for students to conclude this course with a *foundational* understanding of the genre of grant writing and an aptitude of skills that apply to the process of grant funding.

course goals

1. To communicate effectively, ethically, responsibly, and professionally in a team environment.
2. To cultivate skills, strategies, and conceptual foundations to help you address a variety of communication and research tasks related to grant proposal writing.
3. To understand symbiotic relationships among form, content, audience, and purpose in grant writing.

4. To practice researching, writing, reviewing, and editing a grant proposal and to improve your own individual communication and management skills.

sample assignments

- **Module 1: Grant Writing - Personal Narrative (5 points)**
 - People from all backgrounds and for all different reasons engage in grant writing. As such, this course adopts a transdisciplinary approach to grant writing. We all come from different backgrounds, majors, and reasons for taking this course. Additionally, storytelling is often an overlooked skill in grant writing. This first module adopts both beliefs: the transdisciplinary nature of grant writing and the power of effective storytelling. Therefore, I invite you to write on what brought you to this course and how you understand the role of grant writing as it relates to yourself. We will return to this narrative at the end of the course.
- **Module 2: Grant Writing - Genre Analysis (15 points)**
 - This module asks you to begin locating and understanding “the parts” of a grant. Here, you will select a grant and do a rhetorical analysis of it, speaking to the grant in terms of (1) form, (2) content, (3) audience, and (4) purpose. Claims will be made about what you can deduce about the values and evidence expected in particular grant proposals.
- **Module 3: Community Needs Statement (15 points)**
 - Students are invited to focus on community needs and develop a compelling argument for why an organization may seek grant funding. This module asks you to articulate a set of needs for your organization as they relate to the organization’s goals, mission statement and intended project that is seeking funding. Specifically, this module asks you to practice understanding and communicating the complex needs of an organization that seeks grant funding.
 - This module begins our group and community work. Here you will be assigned to an in-class working group which corresponds to a particular organization.
- **Module 4: Identification & Evaluation of Funders (20 points)**
 - This module asks you to engage in research practices to help identify a potential funder for your community organization, based upon the needs you identified in module 3. You will try to identify 5-7 potential funders and then present an analysis of each – citing a rationale for each. A recommendation as to what funder should be solicited should be included at the end of this report.
- **Module 5: Grant Proposal (25 points)**

- This module invites you to practice writing a grant. You will work on writing a (1) letter of inquiry; (2) a grant narrative; (3) a budget for the grant; and (4) forecast a grant report. It is hoped that the community organization could potentially submit this grant proposal to fund their project.
- **Module 6: Reflective Course Narrative (10 points)**
 - At the beginning of the course, module 1 asked students to create a narrative around their motivations for taking this course. Now, as the semester comes to an end and you've experienced the arc that is grant writing, I invite students to create another narrative expressing what was learned, what you didn't predict for, what you wish you knew when you began but now have come to realize. I ask that you cite your work from prior modules as evidence for this narrative. Finally, I ask that you turn outwards. Now that this course is done, how may what you've learned here prepare yourself in the future?
 - The course will end with a presentation showcasing your learning as it relates to the grant proposal you created for your community organization.