

ENG 392: Writing for Grants & Non-Profits

Spring, 2018

Humanities 118, T/R 3:35-4:50pm

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Office: Humanities 275

Hours: T/R 11am-12:30pm, 2-3pm & by appointment

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Description:

ENG 372 offers students practice in producing the professional genres related to the non-profit sector, including proposals, letters, and reports. With an experiential learning and civic engagement component satisfied through partnerships with local non-profits, students will work to identify community needs and seek funding for projects addressing those needs through targeted grant proposals and related documents. In doing so, students will produce documentation, conduct research, manage client relations, and work in teams to develop skills and knowledge related to effective professional communication.

This course fulfills a number of course requirements:

- For professional/technical writing majors, this course is an applied practice course in the major.
- For English majors in literary studies, teaching, or other tracks, this course is a writing elective.
- For students outside the English major, this course fulfills a Crossing Boundaries-Integrative course.

Given these numerous populations, this course brings together varied student interests. It integrates rhetorical studies with civic leadership and management in various community sectors (healthcare, the arts, environmental advocacy, human rights, etc.) to provide a venue for students to learn about and experience the research and writing non-profit organizations must engage in to address community needs and social problems.

Pre-Requisites:

ENG 200 or 200H, ASI 120 or equivalent

Learning Goals:

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

1. identify rhetorical and organizational strategies that impact the effectiveness of professional writing and communication in the non-profit sector.
2. identify various disciplines represented within the non-profit sector, including healthcare, education, the arts, international and cultural awareness, environmental advocacy, and economic development.
3. Based on analyses of social problems, analyze and critique professional writing practices designed to build community relationships and fund selected projects.
4. create targeted documents designed to inform and/or persuade readers in various genres, including reports, proposals, letters, e-mails.
5. present to peers and community partners their acquired knowledge of grant proposal writing processes and the specific ways projects will benefit the local community.

Required Materials:

Access to UD email and course Isidore site

Printed copies of readings posted to Isidore

Fully charged laptop for each class session

Assignments:

In this class you will engage in the following temporally and conceptually overlapping tasks:

1. **Class Pitch (10 points):** You will create a 2-minute professional introduction to your qualifications that would make you a good team member. Relatedly, you will compose a Reflective Memo, a one-page explanation of who you want to collaborate with in this class, based on the class pitch sessions.
2. **Preliminary Client Plan (15 points):** a 2-3 page report of your investigation of relevant clients/groups for whom you will be seeking grant funding, the problems/needs of those clients/groups, and the feasibility assessment of working with these clients/groups.
3. **Client Investigation Report (25 points):** a research-based report in which you detail your client's problem and funding needs. The CIR will be accompanied by a presentation to the class of your problem description.
4. **Funding Search (20 points):** a written report of at least 3-4 possible grantors/funding sources for your client, along with an assessment of each.
5. **Project Letter of Inquiry (20 points):** a one-page formal introductory letter seeking funding support from the grantor/funding source on behalf of your client.
6. **Project Budget (30 points):** an itemized budget for the grant project with accompanying budget justification.
7. **Project Final Application (50 points):** a completed grant application packet, which you will submit to the granting institution on behalf of your client.
8. **Final Presentation (25 points):** an oral and visual presentation, accompanied by individual written self-assessments of your collaborative work during the semester.
9. **In-Class & Client-based Writing (25 points):** A separate, cumulative grade for your in-class work, client communication, and short assignments.

Evaluation:

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| Pitch: | 10 | A: | 93-100% |
| Client Plan: | 15 | A-: | 92-90% |
| Client Investigation | 25 | B+: | 87-89% |
| Funding Search | 25 | B: | 83-86% |
| Letter of Inquiry | 20 | B-: | 82-80% |
| Budget | 30 | C+: | 77-79% |
| Application | 45 | C: | 73-76% |
| Presentation | 15 | C-: | 70-72% |
| In-Class Writing | 15 | D+: | 67-69% |
| Total | 200 | D: | 63-66% |
| | | D-: | 62-60% |
| | | F: | 59% & below |