University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

[x]  Course Revision (*include course description & former and new syllabus)* [ ]  Grade Basis

[ ]  Contact Hour Change and or Credit Change [ ]  Repeatability Change

[ ]  Diversity Option [ ]  Other:

[ ]  General Education Option

 area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): English 436

**Current Course Title**: Topics in Publication Development

**Sponsor(s)**: Janine Tobeck, Daniel Baumgardt, Marilyn Annucci, Patrick Moran

**Department(s):** Languages and Literatures

**College(s):**

**List all programs that are affected by this change:**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

[ ]  NA [ ]  Yes [ ]  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

Changes will be made to course description and content.

***FROM:*** Variable topics course that will comprise such topics as technical writing theory, graphics use and design, research, and writing and editing for specific fields such as medicine, biology, chemistry, geoglogy/geography, engineering, law, academia, information technology, environmental studies, instruction/help manuals, and training manuals.

Prereq:ENGLISH 230 and ENGLISH 372 or consent of instructor.

***TO****:* **Variable topics course that will** **focus on development of a professional-quality publication of substantial complexity. Students will take a writing or editing project from conception to polished text and develop specifications for its production (or actually produce it).** ~~comprise such topics as technical writing theory, graphics use and design, research, and writing and editing for specific fields such as medicine, biology, chemistry, geoglogy/geography, engineering, law, academia, information technology, environmental studies, instruction/help manuals, and training manuals.~~

Prereq:ENGLISH 230, **ENGLISH 378, and ENGLISH 386** ~~and ENGLISH 372~~ or consent of instructor.

## Justification for action

Topics in Publication Development will be part of the Professional Writing and Publishing track, allowing the program to run and evaluate courses before or in lieu of making them permanent offerings. Given the rapid growth of the major, this course is an important means of expanding our offerings within currently available resources, and of guiding the future development of the overall program.

The objectives of upper-division courses in the Professional Writing and Publishing track are that graduates of the program will be able to:

•  **analyze discourse** used in diverse contexts with attention to audience, purpose, and formal convention;

• **use technology** employed by professional writers in a variety of media;

• **collaborate effectively**, orally and in writing, in teams and within groups; and

• **write and edit** documents to a professional standard in multiple formats.

As part of the 400-level sequence in Professional Writing and Publishing, the structure of English 436 will be revised to be *project focused*, bringing to bear all of the writing and editing skills the students have developed through the curriculum and rounding them out with instruction in the theory and practice of publishing a substantial product, while emphasizing one or more of the above objectives.

1. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

[\*Note: The most recent former syllabus is the same as the new syllabus included below. Only the objectives and description for the overall topics course structure have changed.]

**English 436: Topics in Technical Writing (Grant Writing) Fall 2012**

Janine Tobeck (tobeckj@uww.edu)

Office: Heide 428 Office Hours: MW 9:30–10:30 am or by appointment

**COURSE MATERIALS**

• The course text is *Winning Grants: Step by Step*. 3 ed. Mim Carlson and Tori O’Neal-McElrath, eds. (Available for purchase at the UWW Bookstore or online. E-reader versions are acceptable.) You will also be asked to print out some materials used during the course. **Please bring your text with you to every class meeting.** If you’d like to save your in-class work to a flash drive, bring that with you as well.

• Assignments and announcements will be conveyed through university e-mail and D2L. Please **check both daily**.

**COURSE DESCRIPTION**

This is an advanced writing course on the specific genre of the grant proposal. Each student will work with a client—a person or group of people either on campus or in the community—to produce a full grant proposal by the end of the semester. As a whole group, we will address the particular challenges of writing in this genre and of communicating with the different types of clients. This course can benefit students who will pursue careers in which they will write proposals for their own work, but it is primarily a writing course designed for students who wish to explore the proposal as a genre to add to their portfolio of professional writing skills.

The grant proposal as a genre has characteristics that are unique to it and characteristics that are broadly applicable (to research proposals, business proposals, and other forms of technical communication). In this course, we will focus primarily on four of these characteristics:

**Technicality**. Grant applications come in a variety of formats, but one thing unifies them all: the importance of answering questions and following instructions to the letter of the law. We will study the most common parts of grant applications to understand what they encompass, and we will examine some sample forms that have highly defined parameters. Beyond understanding the proposal’s parts, we will explore various language and style techniques that promote efficiency and clarity of expression.

**Storytelling**. One of the greatest challenges of grant writing is meeting the technical requirements noted above while at the same time making a persuasive case about the needs your proposed project addresses and the results it could effect—in other words, of meeting the letter of the law while conveying the *spirit* of the project. In this way, proposal writing is both a technical writing and creative writing endeavor.

**Research**. A typical grant application requires you to speak to a number of interlocking components, including organizational descriptions, statements of need, explanations of methods, budgets, collaborative efforts, evaluation plans, etc. It also requires you to find a grantor with the best “fit” for your proposed project. Each of these components will require you to gather different kinds of information, and this course aims to help familiarize you with methods of advanced research that will help you do so.

**Interpersonal Communication**. While the success of your grant proposal depends largely on how well you anticipate and meet your audience’s expectations, your success in the class will also depend on the ways you handle your interactions with your clients and classmates. We will devote discussion time to the various communication challenges that will undoubtedly arise.

# **REQUIREMENTS AND RECOMMENDATIONS:**

This is an upper-level writing course designed to help you explore the function and strategies of writing in a professional setting. No matter what your future career, you will almost certainly be expected to write many types of documents for your peers, managers, clients, customers, etc. While this course focuses on one specific genre of professional writing, the assignments are designed to help you practice thinking strategically about how to pull off any writing situation.

Your regular attendance and active participation in discussion and lab activities are absolutely essential for shaping this course to fit your needs and goals. The textbook and individual work assignments will give you information that you need in order to participate fully, but the experiential information you will each bring to our group discussions will broaden what you all take from the course. So, to maximize the value of the course, all reading and work should be completed before the class for which it is assigned, but—most importantly—you need to be willing to engage actively in class. It is for this reason that a high number of absences and/or late work will negatively affect your participation grade—a category intended to give you credit for your engagement rather than penalize you.

Do not throw anything away, and keep adequate back-ups of your electronic files. **All assignments submitted to D2L must be in .doc/.docx, or .rtf format unless otherwise specified.**

## Learning Accommodations

If you require any special accommodations to participate fully in this course, please let me know as soon as possible. If you need accommodations but have not yet contacted the Center for Students with Disabilities (CSD), please do so right away (http://www.uww.edu/StdRsces/csd/; phone 262-472-4711).

**Academic Integrity**

Each assignment in this course is designed for individual performance and growth: any violation of this principle—in letter or in spirit—is unacceptable, and I will happily facilitate the direst possible consequences, including expulsion from the university. **You are responsible for knowing university policy on academic integrity and seeking clarification of anything that is unclear to you**. See http://www.uww.edu/handbook/student/system\_14intro.html. The University has a license agreement with Turnitin, a service that helps prevent plagiarism from Internet resources. I will be using this service in this class by requiring you to submit your papers electronically to Turnitin (through D2L submission), and by submitting any questionable text I run across in your informal work. If you or I submit part or all of your work, it will be stored by Turnitin in their database throughout the term of the University’s contract with Turnitin. If you object to this temporary storage of your paper, you must let me know no later than two weeks after the start of this class. If you object to the storage of your paper on Turnitin, I will utilize other services to check your work for plagiarism.

## University Policy Statement

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](../../www.uww.edu/Catalog/02-04/Legal/Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](../../www.uww.edu/Catalog/02-04/Legal/Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).

**SCHEDULE**

This schedule is a rough outline of how we will progress through the semester, which corresponds roughly to the sequencing of the course text. The schedule remains fairly open in order to accommodate speakers, and may change to accommodate any steps we need additional time to develop. Please complete indicated reading by the class period for which it’s listed and continue contributing to/responding to the discussion board forums. Additional readings and informal work will be assigned as we go.

Week 1 Introduction

Week 2 Selecting clients / Understanding the (grantor) audience

Week 3 Communicating professionally and usefully with clients

Week 4 [Client visitor] / Developing the proposal idea (read text pp. 11–16)

Week 5 Finding a funder (17–27, 105–110, and 113–115)

Week 6 Writing need statements (28–36)

Week 7 Writing goals and objectives (37–43)

Week 8 Describing methods (44–50)

Week 9 Describing program evaluation (51–61)

Week 10 Addressing sustainability (62–67)

Week 11 Preparing a budget (68–76)

Week 12 Presenting the organization background (77–84)

Week 13 Writing the summary (85–90)

Weeks 14–15 Packaging/finishing (91–96)

End of final exam period: Final proposal due

**Grade Components and Assessment Criteria**

|  |  |
| --- | --- |
| **Grade Component** | **Weight in Course** |
| Participation | 30% |
| Attendance, active participation in discussion (both in class and in the online discussion/journaling process), and your client communications will determine your grade for this course component. |  |
| Informal Assignments | 30% |
| These include any staged writing/analysis assignments given throughout the semester that are designed to build toward your final proposal.  |  |
| Formal Proposal | 40% |
| Due by end of final exam block. |  |

**Informal Assignments**

Informal assignments are worth 10 points each. The total number of them will depend in part on the course of our discussions and progress through the course text. In these assignments, I want to see that you are conceptually engaged with the processes we’re practicing. More important than the actual “solution” to the exercise, then, is your experimentation with how to get there. Therefore, the scoring is by very basic principles:

**9.5** (A): Shows thorough engagement with the ideas behind the assignment and reflection on how well the approach you took works.

**8.5** (B): Shows competent engagement with the ideas behind the assignment and reflection on how well the approach you took works.

**7.5** (C): Lacks real engagement with the ideas behind the assignment and reflection on how well the approach you took works.

Any scores that are higher or lower will reflect notable departures from expectation. You will not always receive individual written feedback on informal assignments; rather, I will publish and/or bring into discussion sample submissions, identifying any trends I see in the overall group. It will be your responsibility to reflect on your own assignments in light of those comments. You are welcome, however, to make an appointment with me to discuss them in more specific detail.

**Final Proposal**

Your overall final project should be a completed grant proposal—in one or more formats as time allows—meeting professional standards of content and presentation. There will be numerous checkpoints throughout the semester, and many of the informal assignments will provide you with the material that you will ultimately fold into this formal document.