

ENGL 4343

Grant Writing
MW 11:00-12:15
Classroom Hall 204

Dr. Scott Gage

Student Hours:

- M: 1:00-2:30
- T: 11:00-12:00
- W: 1:00-2:30
- R: 11:00-12:00
- & by appointment

Office Location: Classroom Hall 322

Email: scott.gage@tamusa.edu

Course Description

This course examines the genre of professional grant writing. Students will learn methods for researching, writing, editing, and designing effective grants. Students will also develop strategies for working with nonprofit organizations to identify needs, to research appropriate grant opportunities, and to compose and submit grant proposals to funding agencies.

Section Description

This section of ENGL 4343 takes a service-learning approach to the study of grant writing. Specifically, you will work with a group of your colleagues in support of one of the following community partners: ABC of Southwest Texas, Catholic Charities, or SAISD Foundation. You will collaborate with staff members from your group's organization to learn about the organization's mission and to support the development of a grant intended to address an identified need. In addition, you will complete nine service hours for your organization over the course of the semester. The service hours will help you to develop a hands-on understanding of your group's organization, to gain insight into nonprofit work, and to reflect on writing's potential to effect social change.

Course Outcomes

I have designed this course to support your professional development as grant writers. I have also designed the course to help you gain experience with the nonprofit sector in San Antonio, to witness and experience the impact grants have in our community, and to develop meaningful insights into your experiences as a student, as a writer, and as a community member. Through the work you will do this semester, you will be able to:

1. identify the key conventions of the grant proposal genre,
2. describe the key conventions of the grant proposal genre,
3. apply your knowledge of the genre to hands-on grant writing tasks,
4. analyze grant proposals,
5. evaluate the effectiveness of a grant proposal,
6. develop strategies to engage in a professional collaboration,
7. examine the effectiveness of a professional collaboration,
8. assess team member contributions to a professional collaboration,
9. compose workplace genres such as progress reports and grant proposals, and
10. create meaning from lived experience.

These outcomes focus mostly on grant writing given the focus of our class; however, they are intended to support holistic growth and learning in your academic, civic, and personal lives.

Course Requirements

I will ask you to work collaboratively this semester both with a group of your colleagues and with your group's community partner to contribute to the writing of a grant that addresses one of your partner's needs as an organization. Starting Wednesday, September 9, you will work with your colleagues over the course of the semester to complete all work asked of you by your community partner. You will submit the work you complete for and with your community partner in the form of three progress reports that will be due at the end of September, October, and November. You will then deliver a formal presentation about your work in class at the end of the semester. Note that you will also need to submit team member evaluations each time your group submits its monthly progress report.

So that's a total of 7 assignments for the work you will do this semester both with and for your community partner:

- 3 progress reports
- 3 team member evaluations
- 1 formal presentation

In addition to those assignments, I will ask you to submit

- an evaluation of a sample grant proposal,
- 5 critical reflections, and
- 6 weekly check-ins.

I will also ask you to complete 9 hours of service for your community partner this semester: 3 hours in September, 3 hours in October, and 3 hours in November.

I will provide instructions for all assignments on Blackboard.

Labor-Based Grading

I will grade your work and performance this semester using labor-based grading. Often times English classes grade students on the quality of their writing; students receive grades based on the strength of things like thesis statements, organization, grammar and style, etc. In short, English classes often grade students on *product*. Labor-based grading takes a different approach and grades students on *process*. Yes, students in labor-based grading classes receive substantial feedback on the quality of their writing, but that feedback does not determine students' grades.

Rather, labor-based grading determines students' grades based both on the amount of work students complete and on the effort students put in to achieve course outcomes. Rest assured, I will address the quality of your writing when I respond to it. I'll also expect you to put in the time and effort it takes to improve the quality of your writing. But I won't grade you on the quality of your writing. Instead, I'll focus on the quality of your labor and will grade you on whether or not your labor is "complete," "partially complete," or "incomplete."

For every assignment you submit that is "complete," you'll earn 1 point toward your overall grade. "Partially complete" assignments earn 0.5 points, and "incomplete" assignments earn 0 points. I'll provide criteria for what makes each assignment "complete," "partially complete," or "incomplete." These criteria are always objective and quantifiable. For example, I'll often ask you to submit work that meets a minimum word count.

Please note that you may revise and resubmit "partially complete" and "incomplete" assignments as many times as is necessary to make them "complete" up to the deadlines I have set on our course calendar.

I use this form of grading because it is an equitable grading practice. I also use labor-based grading because it emphasizes work and labor. Becoming a professional member of a field such as grant writing requires that you learn to do the work that defines the career. Since I am asking you to do work in support of your professional identities, and since that work includes much more than just the writing you produce, I am grading you on all of the work and labor you complete this semester.

Class Attendance

The majority of the work you do this semester that will contribute to your professional development will occur in class. Please note that "in class" does not only include being present in STEM 345 when we are scheduled to meet; it also includes being present when you are scheduled to work with your community partner, whether you are working on a grant proposal or volunteering. The work you do in these spaces will contribute directly to your ability to achieve course outcomes **and** to your development as a professional grant writer. As such, the work you do "in class"—whether in STEM 345 or out in the community—will be the most important labor you complete this semester. If I am grading you on the quality of your labor, then I have to grade you on your attendance.

You will earn 1 point toward your grade (1) for every week you attend all of our classes when we are scheduled to meet on campus and (2) for every week you are present for your community partners, whatever "present" may mean on a given week. You will earn 0.5 points for every week you attend only one of our classes when we are scheduled to meet on campus. You will then earn 0 points (1) for every week you fail to be present in class when we are scheduled to meet on campus and (2) for every week you fail to be "present" for your community partner.

IMPORTANT NOTE: Attendance this semester is not only important for your own professional development but also for the relationships we are building with our community partners. Our partners are offering us an invaluable service this semester, so we owe it to them to be present.

Please note that you may make up lost attendance points. We will discuss on an individual basis what you can do to make up for those points. You cannot, however, make up points for missed meetings with your group's community partners, nor can you make up points for missed service hours.

And please note, as well, that I can excuse absences at my discretion, but I need you to communicate with me about why you're not attending. **(You do not need to disclose specific details about your situation when communicating with me about your attendance.)** Also, per university policy, I will excuse absences for military service, for any religious holy days you may be observing per your individual faith, and for documented participation in university-sponsored events.

Missed Service Hours

I will ask you to volunteer for your community partners three times this semester: once in September, once in October, and once in November. You should complete a minimum of 3 hours of service each month for an minimum total of 9 service hours this semester. You will schedule and arrange your service hours with your group's community partner.

As I noted above, being present for our community partners is critical not only for developing a good relationship with them but also for expressing our gratitude. This is even more important in the case of our volunteer hours. Completing your service hours is necessary to building trust and establishing reciprocity with our community partners, so completing your service hours is mandatory. I will consider your service hours "missed" if you are not physically present for your scheduled service hours or if you are present for your service hours but do not contribute.

Because completing service hours is so important to the relationships we are building with our community partners, your grade will drop by one letter every time you have "missed" service hours, regardless of the other labor you complete for the class. Please note that you cannot make up "missed" service hours.

Negative Team Member Evaluation

You and your colleagues will evaluate one another every time your group submits a progress report. If a majority of your group members demonstrate that you are not adequately contributing to the group, I will consider it a "negative" team member evaluation. If you receive a "negative" evaluation, I will request a meeting with you. If after that meeting I determine that the "negative" evaluations are warranted, you will receive 0 points for that month's Team Member Evaluation. You will also receive 0 points for any work you did not contribute to.

Note that you cannot make up for "negative" evaluations.

To avoid "negative" evaluations, please make sure you are an active, engaged, and contributing group member.

Final Grade

I will determine your final grade by adding up the total number of points you earned through the labor you completed over the course of the semester.

GenAI Policy

I strongly encourage you not to use GenAI programs such as ChatGPT, Claude, and so on to complete work for our class. I have several reasons:

1. GenAI programs often express cultural and linguistic biases
2. GenAI programs have a detrimental impact on the environment

3. GenAI programs cannot be relied on to provide valid or accurate information
4. GenAI programs are trained on copyrighted material without attribution or compensation
5. GenAI programs reproduce cliché content and ideas

My most important reason involves the following: **you are learning to become a professional grant writer**. As a grant writer, you need to be able to engage in localized research and generate proposals that are highly specific. Using GenAI to do this work **for you** undermines your development of these skills, which undermines your professional development.

I acknowledge there is disciplinary work being done on and with GenAI right now. For example, scholars in Rhetoric and Writing Studies are studying the technology, theorizing its meaning for writing and communication, and testing whether and how it's possible to write and teach **with** GenAI in ways that are ethical. To date, disciplinary organizations such as the Modern Language Association (MLA) have taken the position that students should only use GenAI if their use helps them to develop "AI Literacy." While I still urge you not to use GenAI for the reasons listed above, I agree with MLA's position, so I will not prohibit you from using GenAI as long as

1. you notify me that you intend to use GenAI,
2. you provide a rationale for why your use of GenAI is necessary,
3. you identify which aspect of "AI Literacy" you're attempting to develop through your use*, and
4. you reflect with me on your use.

If you use GenAI without meeting those criteria, I'll consider your use an act of academic misconduct.

*For information about AI Literacy, please refer to MLA's "Student Guide to AI Literacy" posted in the **Syllabus, Calendar, and Assignments** module on our Blackboard site.

Course Materials

I strongly encourage you to purchase a copy of *The Only Grant Writing Book You'll Ever Need*, 5th edition, by Ellen Karsh and Arlen Sue Fox. This book will support your ability to analyze and evaluate grant proposals this semester, so it serves you in terms of our class. More importantly, though, the book provides an extremely helpful handbook on writing grant proposals, so if you think this is a career you might pursue, purchasing the book is a must.

Because I have structured our class akin to an internship course, I will not require you to purchase the book this semester (although, again, I strongly encourage you to). Rather, I will provide copies of the chapters I want you to read.

In addition to those chapters, I will ask you to read and study sample grant proposals. I will make those proposals available to you all through Blackboard.

Student Services and Support

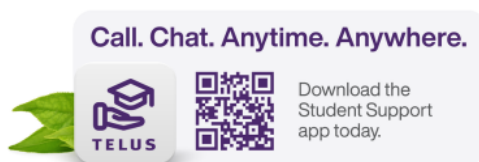
As you all well know, being a college student is hard: You're taking a range of different classes that are asking you to complete a lot of work, often at the same time; you're trying to balance that work with other responsibilities you might have like a job (or two or three), like family, etc.; and you're doing all of that while you may be struggling with some real issues involving mental

health, food insecurity, academic success, etc. It's not easy. Thankfully, you don't have to handle all of that on your own. The university provides important services that can help you make it as a student. Please check out the list below, and **please** reach out to any that you might need. There's no shame in getting help.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Young Jaguars: This program supports parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

University Policies

Please review the following for information on the university policies we will have to follow this semester:

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a

faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and

responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#).

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Final Note

On a more personal note, I am deeply committed to you and your success, so please know that I'm part of the team rooting you on this semester. This means you can reach out to me any time you have a question or a concern. It also means you can reach out to me if you ever feel like you're falling behind. Let me know if that's happening as soon as you can, and we can work together to figure out how to get you where you want to be. You can also let me know if you're finding any parts of our class exciting or interesting. In other words, you don't just have to reach out if you're having trouble. I want you to succeed as a student, as a writer, and as a person this semester, and I'm going to do what's within my ability to help make that happen.