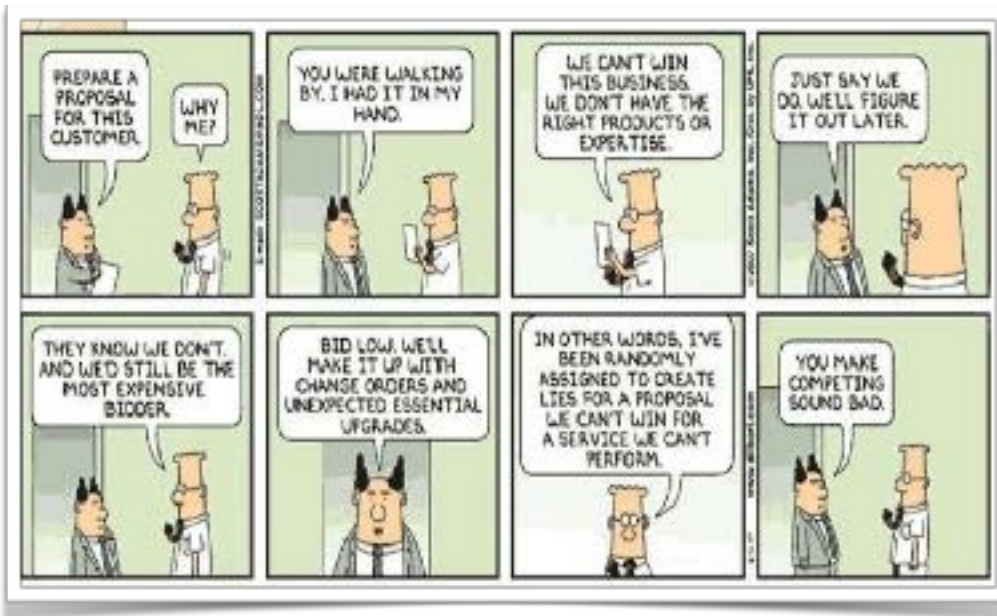# English 3376.01

## TH 8-9:30 Preston Hall 310



## Welcome To ENGL 3376!

*"When something can be read without effort, great effort has gone into writing it." —Enrique Poncela*

This semester we will embark on one of the most difficult writing journeys you will ever undertake: writing on behalf of a client in the form of a proposal or grant. The reason this writing task is so difficult is that you have to get into the mind of your client and represent their mission to a third party. When writing, say, a research paper, very rarely will someone you wrote about come to you and say you misrepresented their ideas. In grant writing, however, this can very likely happen. Over the next sixteen weeks, we will explore the basic logic and structure needed to write a proposal or grant. Additionally, we will be working with a real non-profit in the area to help them secure grant funding by undertaking both the research and writing associated with granting. By the end of our time together, you will have a skill set that will make you very attractive to both non-profits and businesses alike.

**Office Hours**
TuTh 11-12:30, and others by appt., in Carlisle 423.

**Contact**
timothy.ponce@uta.edu OR via Microsoft Teams

**Required Materials**
*Winning Business Proposals* ISBN9780071742320
*The Only Grant Writing Book You'll Ever Need* ISBN9780465058938

# Plagiarism and Academic Dishonesty

http://library.uta.edu/plagiarism/index.php

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

Your work is to be your own, and it is to be prepared originally for this course and section. It is considered Academic Dishonesty to present any portion of work prepared by someone else and to claim it as your own. It is also unacceptable to submit work or portions of work you have written for another class or section. This includes work prepared for high school and college courses you have taken or in which you are currently enrolled and any previous sections of this course.

If you have any questions regarding the UTA Honor Code or policy on academic dishonesty or plagiarism, it is your responsibility to reach out to your instructor. For more information, please visit http://www.uta.edu/conduct/academic-integrity/.

## MARKETABLE SKILLS

One of our greatest desires as a university is for you to find equitable employment as an alum. You will learn many skills while here that will help you reach this goal, but we often fail as teachers to explain how the skills taught in our class can be marketed to a larger audience. The following are just some of the skills you will gain in ENGL 3376.

– Experience with professional communication, including MadCap Flare (one of the most used technical writing suites in the professional world).

– Knowledge of business reports and proposals for both internal and external audiences.

– Real world knowledge of the granting process, including quantitative research and grant writing .

– Experience with project based workflow that requires task delegation.

– Familiarity and practice with the a client based relationship.

# ENGL 3376 Catalogue Information and Class Objectives

Explores how foundational principles of technical communication for user-centered design and document design may be applied to writing persuasive grant applications and proposals relevant for business, philanthropy, the humanities, and/or the sciences, including medicine. Individual and collaborative assignments may include identifying elements of successful and unsuccessful grant applications and proposals, creating a proposal for a client, writing a mock grant application, and/or engaging in service-learning for a local non-profit organization to assist its preparation of a grant application.

**Course Overview and Objective:**

The class will begin with a brief overview of the foundational principles of technical communication, including user-centered writing, efficient design, and teamwork strategies. From there, we will discuss the foundational logic of all proposals and grants, identifying successful and unsuccessful components of sample texts through an analysis project. Students will then work in technical writing teams to compose formal proposals for a fictional business, acting as a contracted consulting agency that will ultimately "pitch" their written proposals to the class. Working under the direction of the Center for Service Learning, we will then host a representative from a local non-profit organization to speak about its mission, needs, and budget. Students will then analyze that information, matching the organization with a potential grant. The final project will entail students working in teams to complete the grant application they identified.

# ENGL 3376 Expected Learning Outcomes

By the end of ENGL 3376, students should be able to:

- employ foundational principles of technical communication, especially user-centered design, document design, and teamwork strategies

- learn and apply the basic logic of proposals when analyzing and/or writing grant applications and/or other documents

- analyze the needs of clients and other stakeholders and account for those needs in the content and delivery of proposals

- compose a formal proposal that clearly outlines the current situation, the proposed situation, and the resources and actions that are required to make the proposed change

- navigate grant databases to match grants with potential clients and/or projects

- analyze a grant RFP (request for proposal), identifying the basic requirements and the mission of the granting organization in order to match a grant with a potential client

- express ideas clearly and succinctly, both in speaking and in writing

- provide constructive criticism of the work of peers that leads to improved projects

# Major Assignments

**Scholarship Project:** Students may not realize it, but they are already somewhat familiar with the proposal process through their exposure to academic scholarships. For this project, students will select a scholarship at UTA and write a proposal letter, explaining how they would use the scholarship money to fulfill the mission of the granting organization.

**Grant Opportunities Project:** The first step in the granting process is finding grant opportunities that actually fit with the mission and capabilities of your client. In other words, the first part of your job as a grant writer is to read the RFP very carefully. For this project, you will find granting opportunities that would be pertinent for our client, explaining why you feel they would be worth their time to pursue.

**Data Gathering Project:** A grant is only as persuasive as the data that you use to make your case. Thus, we will spend time gathering data that our client can use in a variety of granting situations. This will kind of be like a real world annotated bibliography. Rather that just a grade, this research could mean tens of thousands of dollars for our client.

**Grant (Letter of Inquiry):** In this project, your team will be writing a short grant called a Letter of Inquiry (LI). These are often used by granting agencies for grants of less than $20,000 - $50,000.

**MadCap Flare Project:** To help you place valuable skills on your resume, I have included a unit in our class that will introduce you to one of the most widely used technical writing software suites on the market - MadCap Flare. While this is not used in the grant writing process, it is a skill that you will want to have in your back-pocket when you go on the job market.

# Classroom Behavior

Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should only be used in a professional manner as determined by the instructor; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the class readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

# Visitors in the Classroom

Only students officially enrolled in this section of the class are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless a request has been submitted and approved by the instructor well in advance of the proposed class visit.

# Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification

in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD**) Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

**Counseling and Psychological Services, (CAPS**) The CAPS is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives. You can reach CAPS at www.uta.edu/caps/ or calling 817-272-3671.

# Electronic Communication

All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through Blackboard and texts through Remind Messages. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their email regularly.*** Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

# Student Feedback Surveys

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

# Final Review Week

For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions is be designated as Final Review Week by the university. The purpose of this week "is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class*

*syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate."

# Office Hours

I have regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days.

# Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

# Syllabus and/ or Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

# Grades and Grading Policies

*Know I am always available to discuss your progress in the course at any time. Feel free to email me or stop by my office hours.*

Final grades in ENGL 2303 are A, B, C, D, and F. Final grades will be calculated as follows: A=90-100%, B=80-89.99%, C=70-79.99%, D=60-69.99%, F-59.99% and below. Assignments will be weighted in the following way:

## GRADE WEIGHTS AND PERCENTAGES

Your final grade for this course will consist of the following components:

Reading Quizzes: 10%

Scholarship Project: 20%

Grant Opportunities Project: 20%

Data Gathering Project: 20%

Grant Project: 20%

MadCap Flare Project: 10%

● Reading Quizzes    ● Scholarship Project
● Grant Opportunities Project    ● Data Gathering Project
● Grant Project    ● MadCap Flare Project
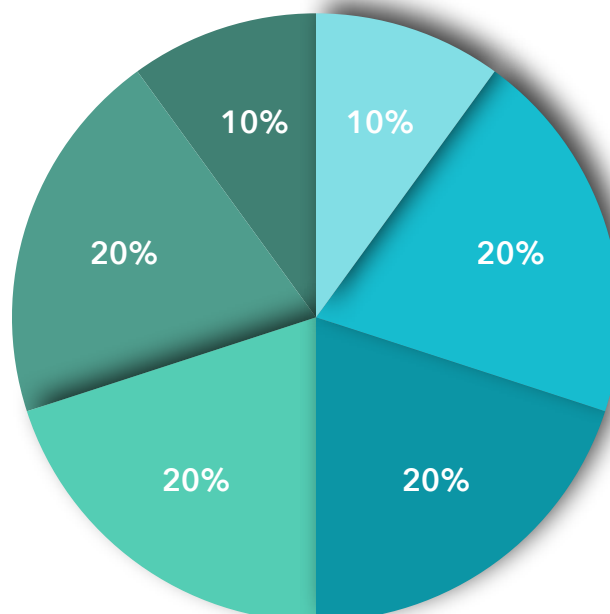
# General Policies

## ATTENDANCE

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have instituted the following attendance policy:

**A student may miss three (3) classes before her/his grade begins to be effected. After five absences, a five (5) point penalty will be deducted from the student's final semester grade for each additional class missed.**

I (Dr. Ponce) determined this five absence policy based on the typical corporate "personal day" policy (i.e. one personal day per month). Also, it should be noted that based on the UTA estimated cost of attendance, each TuTh class meeting costs the student approximately $68.50. So, when a student misses a class, it is similar to paying $68.50 for a ticket and then never attending the event.

It is each student's individual responsibility to keep track of absences and make sure that he or she is within the allowed number permitted for the course. Note: Absences incurred due to religious holidays will not be calculated into these totals.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

## EXCUSED ABSENCES AND OTHER ABSENCES

Absences due to causes such as illness, emergency, death in the family, car trouble, etc., are _not_ "excused" absences, even when accompanied by "official" notes from medical professionals, etc.. Additionally, the following actions may also result in a student being counted as officially absent: 1) sleeping during class, 2) misuse of technology during class (checking social media, texting friends, etc. 3) showing up to class more than 10 minutes late, 4) leaving a class before its completion, 5) failing to attend a scheduled conference with the instructor, and 6) any other activity the instructor deems to be unprofessional (sleeping, etc).

## NOTE TAKING

Any notes taken by a student during this class are intended for her or his use only. Under no circumstances are notes to be given or sold to individuals or businesses outside of class. Under no circumstances may "private note takers" or "tutors" attend class, or transcribe class lectures without first obtaining the permission of the instructor and registering with the Office of Disability Accommodations. For more information on intellectual property rights, please contact Dr. Ponce

## LATE WORK

As a rule, late work for this course will not be accepted.  Any quizzes or in-class exercises missed for any reason cannot be made up for points once missed (except for exams). Because attendance is taken, missed quiz grades will simply be dropped from grade calculations.   If you know in advance that you will need to be absent for a class period, make arrangements with me (Dr. Ponce) at least two weeks before the scheduled absence.

## UTA DROP RULES

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. **After the late registration period, students must see their academic advisor to drop a class or withdraw.** Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing.

## TITLE IX

The University of Texas at Arlington is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

## CAMPUS CARY

Students should read UTA's policy on concealed handguns on campus. (http://www.uta.edu/news/info/campus-carry/policy.php) Please note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of "handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person." Per policy, if a gun is "partially or wholly visible, even if holstered," it's not legal on campus, whether or not it's licensed.

## PAPER RE-USE

You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. This also means that you cannot post your completed papers to websites for other students to use (Corse Hero, etc.). Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

## CLASS CONDUCT

In accordance with the UTA code of conduct, I expect each student to conduct themselves in a respectful manner. There will be times when we will discuss pressing issues and not all of us will agree on how to address said issues. This kind of disagreement is what makes classes like ours possible, for if we all agreed there would be no point to persuasion. With that said, I expect all students to respect the opinions of their classmates, even if they don't agree. At no time will I tolerate threats, racial slurs, or intimidation. For more on the university's stance on these topics, see https://www.uta.edu/conduct/code-of-conduct/index.php

# Course Calendar

***Subject to Change**

## Week 1

Tuesday, Jan 15

- Introduction to the class
- Teams Introduction
- "What's Technical Communication?"
  - o Homework for Next Time: Read Chapters 1 and 2 in Writing Winning Business Proposals

Thursday, Jan 17

- Reading Quiz
- Understanding Base Line Logic
  - o Homework for Next Time: Read Chapter 4 in Writing Winning Business Proposals

## Week 2

Tuesday, Jan 22

- Reading Quiz
- Discuss Using a Measurable-Results Orientation
  - o Homework for Next Time: Read Chapter 6 in Writing Winning Business Proposals

Thursday, Jan 24

- Reading Quiz
- Discuss Analyzing the Buyers
- Introduce Scholarship Project
  - o Homework for Next Time: Select scholarship you would like to work on

## Week 3

Tuesday, Jan 29

- In Class Workshop on Scholarship Project
  - Homework for Next Time: Work on Scholarship Project

Thursday, Jan 31

- In Class Workshop on Scholarship Project
  - Homework for Next Time: Finish Scholarship Project

## Week 4

Tuesday, Feb 5

- Meet our Client: Mansfield Mission Center
  - Homework for Next Time: Read Lesson 2 in The Only Grant Writing Book…

Thursday, Feb 7

- Reading Quiz
- Discuss- What's a grant and where do I get one
- Introduce Grant Opportunities Project
  - Homework for Next Time: Be thinking about Grant Opportunities Project

## Week 5

Tuesday, Feb 12

- Workshop Grant Opportunities Project
  - Homework for Next Time: Work on project

Thursday, Feb 14 (Happy Valentine's Day!!!)

- Workshop Grant Opportunities Project
  - Homework for Next Time: work on project and Read Lesson 3 in The Only Grant Writing Book…

## Week 6

Tuesday, Feb 19

- Reading Quiz
- Discuss – Making (Dollars and) Sense of Grant Applications
    - Homework for Next Time: Read Lesson 4 (through page 68) in The Only Grant Writing Book…

Thursday, Feb 21

- Reading Quiz
- Discuss – Getting Ready to Write the Grant Proposal
- Introduce Research Project
    - Homework for Next Time: Work on Project

## Week 7

Tuesday, Feb 26

- Workshop Research Project
    - Homework for Next Time: Work on Project

Thursday, Feb 28

- Workshop Research Project
    - Homework for Next Time: Finish Project and Read Lesson 7 in The Only Grant…

## Week 8

Tuesday, March 5

- Reading Quiz
- Discuss – Identifying and Documenting Needs
    - Homework for Next Time: Read Lesson 8 in The Only Grant….

Thursday, March 7

- Reading Quiz
- Discuss – Measurable Goals and Objectives
    - Homework for Next Time: Read Lesson 9 in The Only Grant…

## Week 9

Tuesday, March 19

- Reading Quiz
- Discuss – Developing and Presenting a Winning Program
    - Homework for Next Time: Read Lesson 11 in The Only Grant…

Thursday, March 21

- Reading Quiz
- Discuss – Imbedding Evaluation into the Grant
    - Homework for Next Time: Read Lesson 12 in The Only Grant…

## Week 10

Tuesday, March 26

- Reading Quiz
- Discuss – Building a Reasonable Budget
    - Homework for Next Time: Prepare for Grant Project

Thursday, March 28

- Introduction of the Grant Project
    - Homework for Next Time: Work on Grant Project

## Week 11

Tuesday, April 2

- Workshop Grants
    - Homework for Next Time: Work on Grants

Thursday, April 4

- Workshop Grants
    - Homework for Next Time: Work on Grants

## Week 12
Tuesday, April 9

- Workshop Grants
    - Homework for Next Time: Work on Grants

Thursday, April 11

- Workshop Grants
    - Homework for Next Time: Work on Grants

## Week 13
Tuesday, April 16

- Introduce MadCap Flare and Single Source Authoring
    - Homework for Next Time: Work on Grant

Thursday, April 18

- MadCap Flare Guided Project
    - Homework for Next Time: Work on Grants

## Week 14
Tuesday, April 23

- MadCap Flare Guided Project
    - Homework for Next Time: Work on Grants

Thursday, April 25

- MadCap Flare Guided Project
    - Homework for Next Time: Work on Grants

## Week 15

Tuesday, April 30

- MadCap Flare Guided Project
  - o Homework for Next Time: Work on Grants

Thursday, May 2

- MadCap Flare Guided Project
  - o Homework for Next Time: Work on Grants
-