

ENGLISH 347/547 COURSE SYLLABUS

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Welcome to English 347/547 online

Welcome to English 347/547: Writing Proposals and Grants. This course provides a basic understanding and experience in locating and interpreting proposal requests, identifying grant-funding sources, and writing persuasive proposals and grant applications.

This course will introduce you to the analysis of proposals, rhetorical strategies used to write proposals, and the opportunity to write “real life” proposals.

Course goals

By successfully completing the course, you will have accomplished the following course goals:

- Understand what a Request for Proposal is and its importance in the proposal and grantwriting process
- Understand the process of locating proposal opportunities and grant funding sources
- Know how to develop a strategy to write a successful proposal
- Understand the structure of a sound proposal
- Develop marketable skills and enhance workplace communication

In order to achieve the course goals, you will have the opportunity to successfully complete the following course learning outcomes:

- Analyze a Request for Proposals (RFP), Invitation for Bids (IFB), and other requests
- Locate funding opportunities
- Interpret specific grantor guidelines
- Apply principles of rhetorical analysis to successfully complete two grant applications or proposals as we:
 - Develop clear goals and a specific plan
 - Present achievable objectives
 - Develop a budget that reflects the plan accurately
 - Write persuasively

Course materials

1. (Rental text) ***Writing Proposals (2nd edition)***, Richard Johnson-Sheehan (Longman 2008).
2. UWSP email account that you check daily (for course announcements, additional material, and such).

Course Expectations

This course functions much like a standard classroom course in that you will be expected to keep up with weekly textbook readings and material, meet deadlines for assignments, and participate actively in discussions online.

This course differs from a standard classroom course in that you can participate in class at any time of day and choose where to participate...at the library, at home in your bunny slippers, or anywhere else you have reliable Internet access...providing that you stay on schedule.

Another characteristic of an online course is that students are responsible for much of their own learning. In other words, my role as the instructor is to be a learning facilitator while you (the student) take charge of your own learning process. The necessary learning resources and instructional activities will be provided so you can successfully learn, but I will not provide instruction in the form of lectures.

Successful students “stay in contact” with the course and required work rather than “checking in” periodically to see what is occurring.

That said, I will not supply information and leave you on your own. We all will be active participants in the process.

Students should expect to spend 6-12 hours per week on this course. This includes readings, viewing course content, completing homework assignments, posting to the discussion area, etc.

I will use UWSP email and course Announcements for communication. My email address is lmorgan@uwsp.edu.

If you'd like to meet with me to discuss any aspect of the course (material, assignments, etc.) I am planning regular office hours on Tuesdays and Thursdays from 12:30-1:30 p.m. in my office (CCC 432).

Because this is a course centered on writing, any **emails** to me or class members are expected to be written in a professional manner. This means emails should have a clear subject line (e.g., English 347/547: Assignment question), a greeting (with the correct title/name), a closing, your name, and use paragraphs, punctuation, and correct grammar. Emails that do not follow these writing guidelines are not likely to receive a response.

All announcements/changes/due dates also will be posted on Canvas. It is your responsibility to check our Canvas site for communications and changes to the course several times a week.

Computer Requirements

Since this is an online course, there are hardware and software requirements to complete the course. (The first requirement, of course, is a reliable internet connection.)

Canvas Questions

For recommended operating system requirements, web browser compatibility, and other issues involving Canvas, see the “Student Resources” section on the Canvas login page.

Microsoft Word

All homework assignments must be completed in a format compatible with Turnitin.com (which essentially

means Microsoft **Word** or a .pdf file) and submitted electronically in Canvas. Please *do not submit work as .zip or .pages files* because they are not compatible with Turnitin.com.

Adobe Acrobat Reader

You will need to obtain [Adobe Acrobat Reader](#), which can be downloaded free from the Internet. You will use Acrobat Reader to access some of the course material.

Technical Support

If you are having technical problems with Canvas (such as submitting work), contact free technical support through one of the following ways:

- Phone: 715-346-4357 (HELP)
- Email: help@uwsp.edu
- Web: See the Canvas login page under “Student Resources”

Any course content-related questions should be directed to Prof. Morgan.

How You Will Earn Your Grade

The points available for each course component are as follows (Professionalism means your professional responsibility as a member of this class. That is, participation and contribution to our learning in discussions, peer review comments, and so on):

Assignment	Points
RFP analysis	75
Proposal analysis	100
Short proposal	200
Letter of inquiry	100
Long proposal	300
Professionalism	125
Total	900

Graduate students

If you are a graduate student, we will confer (either in-person or online) and mutually agree on work that will be completed beyond the course requirements previously described. This work will be appropriate for graduate-level study and may be as simple as writing two longer proposals.

Professionalism (a.k.a. discussions/class participation)

The Professionalism grade item involves doing your work as a student and member of the class. Primarily, this means posting and responding to discussion prompts and participating in draft document peer reviews.

If you are not “visible” in the course, as an active participant, then you not doing your job as a student and member of the class, and not earning points for Professionalism.

Points and letter grades: The total course points and associated final letter grades are as follows:

Course Grade	Total Points
A	846 and above
A-	845-810
B+	783-844
B	756-782
B-	720-755
C+	693-719
C	666-692
C-	630-665
D+	603-629
D	576-602
F	Below 576

The process to complete both proposals will entail producing several smaller documents that, although ungraded, will be a required part of the course work. I will distribute detailed explanations of the assignments as we get into the semester.

How I Evaluate Work

I truly enjoy making comments on student work and contributing to the process of improving student writing. But when it comes to assigning a points value to that work, frankly, I'd rather not. Yet, that's part of the academic process. So when I evaluate your work, I'll do so from the perspective of writing in a professional setting, basically answering the question: “If you submitted this document as part of your professional job responsibility, is it ready for final delivery to the intended audience?”

Although I operate on a straight points system, what follows is the correlation between how I consider your work and the letter grade that goes with it:

A range	Yes! Your audience would be impressed and your supervisor would remember the work when considering a promotion for you. You took extra steps to be original or creative in developing content, or developing visual or verbal style.
B range	Well, OK... You got the job done and the document is complete content-wise, well-organized, and shows attention to style and visual design. Your supervisor would be satisfied with the job, but not impressed, and likely would have suggestions to revise and improve the document.

C range	Hmmm... You finished the job and while it is complete, content-wise, and organized, your audience would have questions. Your supervisor would be disappointed and ask you to revise or rewrite sections before allowing others to see the work.
D range	Ohmigosh! The document is completed, but that's the best we can say. Your supervisor would be troubled by the poor quality of the work and would demand significant revision.
F	Uh-oh... Your supervisor would start looking for someone to replace you (or you committed plagiarism).

Collaboration: Collaborative work, such as studying or discussing course assignments and materials with other class members, is highly encouraged. Students are encouraged to collaborate with each other using the email and discussion tools.

Grammar & Spelling

Bad grammar and spelling mistakes are annoying. They tell people that you haven't taken the time to proofread. They reflect negatively on you in the classroom and beyond in your professional life.

That said, in an online class like this one where most of our correspondence is written, the occasional bad sentence construction or misspelling is understandable in discussion responses. It's very important that you communicate in this class, and you should not let your fear of mistakes get in the way. But in your formal assignments, bad grammar and spelling will be penalized.

You should know basic grammar. If you don't, grab a writing handbook such as *Rules for Writers* (that you held on to from English 101/202) and use it.

Late Work

This class moves fast. It's important to keep up or you'll be left behind wondering what happened. So, don't turn assignments in late.

That said, late—with a limit—is better than not at all. If an assignment will be late, email me in advance of the due date, to tell me your assignment will be late and when you plan to submit it. I don't need excuses. However, turning in assignments late may cost you a half grade per day on that assignment and **unless there are extenuating circumstances, there is a two-day limit for late assignments (with reduced credit).**

Plagiarism

Taking credit for someone else's work is plagiarism. It is stealing. Plagiarism is not tolerated at UWSP and there can be serious consequences for offenses. Avoiding plagiarism does not mean you cannot use the exact words from a source, but that you must give the source credit.

Course Policies

Recordings: Students may not make audio, video, or photographic recordings of class activities without written permission from Professor Morgan. Anyone violating this policy will be asked to turn off the device being used. Violating the policy may result in the student being reported to the Dean of Students.

Access to Education: The DATC (Disability Services and Assistive Technology programs) provides "accessibility, accommodation, and assistive technology services to students with disabilities, working individually with qualified students to identify, design, and implement an accommodation plan that will aid them in acquiring equal access to their education. For additional information, including a Request for Accommodations Form, contact UWSP's Office of Disability Services, 609 Albertson Hall, x3365

Copyright: All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purposes outside of this course.

Privacy and Canvas Tracking Notice: Canvas or the course web site automatically records all students' activities including your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. The primary reason to access this data is to evaluate class participation and identify students having difficulty using Canvas features.

UWSP Policies: This course falls under all UWSP policies for last day to drop courses, etc.