

# WRS 302: Proposal Writing

OE3 (*fi 6*) (either term, 0-3s-0).

Prof. Roger Graves  
Class:  
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## Textbooks

Carlson, M. & T. O’Neal-McElrath. *Winning Proposals: Step by Step*. Jossey-Bass, 2008.

## Learning goals

1. Students will become familiar with the genre of proposals, particularly in a non-profit context.
2. Students will develop their research skills by finding funding opportunities for our community partners.
3. Students will develop skill in one area of professional writing.
4. Students will build connections between the knowledge developed in this course and the community they live in.

## Assignments—CSL version

Grant proposal 1: EOGG	10%	Oct. 3
Grant proposal 2: Global Café revision	20%	Oct. 17
Grant proposal 3: Global Café 1	20%	Final draft due Nov. 7
Grant proposal 4: YRAP	20%	Final draft due Nov. 28
Reflective journals (5 entries)	10%	2 in September; 2 in October; 1 in November
Reflective essay	20%	Dec. 5

## Assignments—Non-CSL version

Grant proposal 1: EOGG	10%	Oct. 3
Grant proposal 2: Global Café revision	20%	Oct. 17
Grant proposal 3: student selected	30%	Full draft due Nov. 7
Grant proposal 4: student selected	30%	Full draft due Nov. 28
Class presentation of one of their grant proposals	10%	Dec. 5

The criteria for evaluating the research grants vary depending on which funder your grant is written for. The questions that are listed on the application information will be the criteria that your grant will be evaluated against. In addition, we (the community partner and the instructor) will judge how well you have represented the community organization and the project for which they seek support. Criteria will include: accuracy of your description, level of detail about the project, clarity and conciseness of your writing, directness of your answers to the questions the funder poses.

## Course description

Students in this course will spend the first several weeks of term studying grant proposal writing: the genre, the kinds of research that go into funding proposals, and the process of producing a large grant. During this period all students will apply this knowledge as a class to writing grant proposal for the Edmonton Organic Growers Guild. All students will also then work on the revision of the RBC grant for the Global Café program. After that point, students taking the course without the CSL designation will then write two grant proposals of their own selection in October and November. They will regularly workshop drafts of these proposals with others in the class and participate in workshops for students doing the CSL version of the course. They are expected to attend all class meetings but are not required to work with community partners outside of class time.

### **Course description—CSL version**

During October and November, students will spend time at the social service organization site or at meetings of the organization to learn more about how they work and what their values are. During October and November, students will spend class time drafting sections of grant proposals, one for each agency the class is working with. Towards the end of the term, students will spend class time editing, revising, and expanding their grant proposals. At the end of the term, students will present their proposals to the agencies they are working with as well as present it to the class.

This course is a Community Service-Learning course (<http://www.csl.ualberta.ca/>). This means that students will be expected to spend time outside of class time with a community organization. In recognition of this requirement, much of our class time will be devoted to drafting the proposals—writing that students would ordinarily do outside of class time. In the end, the amount of time that students are required to spend in the community will largely be recouped through the in-class writing workshops. For this course, some of this time will be spent working with members of the Edmonton Organic Gardening Guild and visiting the Global Cafe. The time spent with these organizations will help you understand what they do and why they do it. Stories of their experiences, your experiences or experiences of people who belong/interact with these organizations would also make for strong appeals within the proposals that you draft. Time spent doing research about these organizations that will help in preparation of the proposals will also count towards the CSL requirement.

### **Community partners**

1) **The Edmonton Organic Growers Guild** is looking to expand capacity and square footage this upcoming season. To accomplish this we need to find grant funding that will help us better manage our organization, land, people and crops. The following is a wish list of things we could use grant funding for a small tractor with a Rototiller.

2) **Global Cafe** could benefit from grant writing to fund a social enterprise within the Jasper Park high school. This enterprise would generate money from running a coffee shop within the school. Profits from the coffee shop would then be used by students to fund other activities.

<http://jasperplace.epsb.ca/school-blog/120-blog-general/1003-global-cafe-at-jp>

3) **Youth Restorative Action Project (YRAP)** is in constant need of flexible funding sources for its programs. Our biggest expenses are frontline staff pay and expenses related to mentoring youth, as our office space and other basics are donated(though this could change at any time). We also periodically do special projects that take extra money from the budget, and pay for external training for our members to build capacity in the organization.

## **Code of Student Behaviour**

Plagiarism, cheating, misrepresentation of facts and participation in such offences are viewed as serious academic offences by the University and by the Campus Law Review Committee (CLRC) of General Faculties Council. Sanctions for such offences range from a reprimand to suspension or expulsion from the University. Refer to the following website for to see how the University defines plagiarism and cheating, what constitutes misrepresentation of facts and participation in an offence:

<http://www.ualberta.ca/~unisechr/policy/sec30.html>

## **Equity Statement & Inclusive Language Policy**

The Faculty of Arts is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. To achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's background, experience, and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background.

## **Late work, Absences, Illness**

Unless you apply for an extension, late work will be penalized one full letter grade (a B will be recorded as a C). To apply for an extension, email me with your request. If I grant an extension, it will be by email so that both you and I have a record of our agreement. If you are absent for more than four class meetings, your grade in the course will be penalized a full letter grade (a B will be recorded as a C). If illness or some other circumstance prevents you from attending, please email or arrange to meet with me to discuss those circumstances.

## Schedule (subject to change)

Date	Readings done for this class (author: chapter title)
Sept. 5	None—introduction to the course, web searching and reading about sources of funding  Research potential funding sources for any of the groups we are working with this term
Sept. 12	Julia Dalman of Global Cafe
Sept. 19	<i>Winning Proposals</i> , Step 1 <i>Winning Proposals</i> , Step 2
Sept. 26	<i>Winning Proposals</i> , Step 3 <i>Winning Proposals</i> , Step 4
Oct. 3	Visit to Global Cafe
Oct. 10	<i>Winning Proposals</i> , Step 5 <i>Winning Proposals</i> , Step 6
Oct. 17	<i>Winning Proposals</i> , Step 7
Oct. 24	<i>Winning Proposals</i> , Step 8
Oct. 31	<i>Winning Proposals</i> , Step 9  Peer review of proposals
Nov. 7	<i>Winning Proposals</i> , Step 10
Nov. 14	
Nov. 21	
Nov. 28	Peer review of proposals
Dec. 5	Discussions based on reflective essays

## 1. Grant proposal: EOGG

This proposal will seek to obtain funding for a small, used tractor with a front-end loader and rear attachments such as a tiller and cultivator. The approximate price of this kind of equipment is about \$10,000. The key advantages of obtaining this tractor would be to expand the amount of land that EOGG cultivates and thus expand the amount of food they can grow. Currently the food they grow in excess of what they consume is given to food banks in the city and at the University. Last year over 2000 pounds of food was given away.

**Length:** about one page; some funders require applicants to fill in text boxes, so it is hard to specify a page limit here.

**Co-authorship:** we will develop and share ideas for how to write the grant. You may choose to turn in a group-written grant, provided everyone in the group has signed a group contract that outlines how the group will work and how grades will be shared among the group.

**Due date:** October 3

**Grading criteria:** The specific criteria will be taken from the funding agency website; your grant will be evaluated against those criteria plus conciseness, clarity, correctness, accuracy and inclusion of details about EOGG.

**Revision:** I expect us to revise this grant each day in class, and so revision, drafting, and feedback should occur in class ahead of the due date.

## 2. Grant revision: Global Café revision

This project will involve you (and your group, should you choose to work in one) revising a 40 page+ grant written by Global Café last year that will be re-submitted this fall. You should revise the draft you receive based on the comments and direction given by Julia Dalman of Global Café. This project is a revision project, so you will be judged on how well you have improved the draft of the grant that was given to you. Use Track Changes in Word to record your changes so that I can see what you have changed in the document.

**Length:** Revision of the original 40 page grant

**Due Date:** October 17

**Grading criteria:** The specific criteria will be taken from the RBC funding website; your grant will be evaluated against those criteria plus conciseness, clarity, correctness, accuracy and inclusion of details about Global Café.

**Revision:** I expect us to revise this grant each day in class, and so revision, drafting, and feedback should occur in class ahead of the due date.

### 3. Grant proposal for Global Café

This project will require you to identify a funding opportunity within Global Café, seek out an appropriate source of funding, and then prepare a grant application for Julia Dalman to review. The exact nature of the idea to be funded will be negotiated with Ms. Dalman.

**Length:** about one page; some funders require applicants to fill in text boxes, so it is hard to specify a page limit here.

**Co-authorship:** we will develop and share ideas for how to write the grant. You may choose to turn in a group-written grant, provided everyone in the group has signed a group contract that outlines how the group will work and how grades will be shared among the group.

**Due Date:** November 7

**Grading criteria:** The specific criteria will be taken from the RBC funding website; your grant will be evaluated against those criteria plus conciseness, clarity, correctness, accuracy and inclusion of details about Global Café.

**Revision:** I expect us to revise this grant each day in class, and so revision, drafting, and feedback should occur in class ahead of the due date.

### 4. Grant proposal for YRAP

This project will require you to identify a funding opportunity within Youth Restorative Action Project, seek out an appropriate source of funding, and then prepare a grant application for Julia Dalman to review. The exact nature of the idea to be funded will be negotiated with Ms. Dalman.

**Length:** about one page; some funders require applicants to fill in text boxes, so it is hard to specify a page limit here.

**Co-authorship:** we will develop and share ideas for how to write the grant. You may choose to turn in a group-written grant, provided everyone in the group has signed a group contract that outlines how the group will work and how grades will be shared among the group.

**Due Date:** November 7

**Grading criteria:** The specific criteria will be taken from the RBC funding website; your grant will be evaluated against those criteria plus conciseness, clarity, correctness, accuracy and inclusion of details about YRAP.

**Revision:** I expect us to revise this grant each day in class, and so revision, drafting, and feedback should occur in class ahead of the due date.

## 5. Reflective journals

This project involves emailing me five times with approximately 250-word reflections on some aspect of the course. These reflections could be summaries of your research on possible funders, thoughts about Global Café or EOGG, aspects of social enterprise as an alternative to grants, or any number of other aspects of the course.

**Length:** approximately 250 words

**Due date:** 2 in September; 2 in October; 1 in November

**Grading criteria:** Relationship to the course; development of the ideas in the reflection beyond a simple narrative or descriptive passage; some connection to the readings and/or classroom work.

## 6. Reflective essay

This essay will draw upon your reflective journals to make sense of the course as you near the end of the term. As you go through the term, use the reflective journals to record ideas about the course, reactions to what you are learning, thoughts about funding methods, and your own ideas about the system of distributing money through grants and social enterprises. Using these journal entries as rough draft material or notes, state your thoughts about some aspect of proposal writing and use that as your working thesis. Then develop the rest of the essay around that thesis.

**Length:** 750-1000 words

**Due date:** Dec. 5

**Grading criteria:** Relationship to the course; development of the ideas in the reflection beyond a simple narrative or descriptive passage; some connection to the readings and/or classroom work. Coherence and transitions within the essay; strength of argument; clarity of organization within the essay; details provided to illustrate your ideas and reactions to the course; appropriateness of style and correctness for an academic essay.