*This assignment is definitely a work in progress. I've been playing around with ideas of how to maximize the meaningfulness and authenticity of writing in a 2201 classroom. Writing a grant proposal is something I'm interested in, and so I've been bouncing ideas off of some people to see how to best (if at all) incorporate it into a classroom. It seems there are mixed opinions; while some seem to think it's feasible, others think it's too ambitious for a sophomore level class. Below is the beginning of how I might try to incorporate such a curriculum into (specifically an education concentration) 2201 class. It clearly needs **a lot** more thought and fleshing out than is currently present, but I just wanted to force myself to create some sort of an outline and throw it out there to see what others thought.☺*

ENGL 2201: Writing about Education:
Potential Course Theme: The effect of new technologies on instruction

Writing Project: Create a Grant Proposal
This is a multi-step project which will require you to work in teams throughout the entire process. The project aims to help you create connections in your future field and—after analyzing a variety of writing in your field and creating texts common in your discipline-- to help you create what will culminate in an authentic grant proposal that may be utilizable by a practicing teacher.

To complete the project, you will need to:

Work in a group to:
1. Create a connection with a (public) school teacher & identify a discipline specific issue related to technology (*if that's the course theme at the time)* that might be improved by obtaining a grant (e.g. iPads for a gifted classroom; read aloud software for LD students; more sports themed books for stimulating male participation in reading circles).
    o Alternative scenarios:
        ▪ *It's possible I could invite a single K-12 teacher to guest lecture about issues in their school classroom and all groups would work towards creating grants that could help alleviate concerns identified.*
        ▪ *It's possible I could have a couple fabricated "issues" groups could work to investigate.*
2. Explore grant funding opportunities & determine best fit to help guide decisions.
3. Create a SWOT analysis of your issue. (Look at the strengths, weaknesses, opportunities and threats that are both helpful and harmful for your objective and that are both internal and external to the institution that's being targeted.) Complete the SWOT template on Blackboard.
4. Identify academic journals, trade journals, and websites that may be helpful to your research. Evaluate each using the rubric provided on Blackboard. Provide oral presentation to class to inform other groups of potential resources; include a handout that lists important features of each.
5. Create a reading list of sources that will help your research the issue. This will be a whole class activity.
    o Each group must analyze at least three peer reviewed sources and three popular sources. There will be overlap of at least one source per group to promote discussion.
    o Each group will contribute at least five annotations to a whole class bibliography.
6. Follow authentic directions (those provided via the granting agency you've identified in Step 2 to complete a grant proposal.
7. Present your findings to the school liaison and the class.
8. Individually, write a reflection on your grant writing process.

In addition to the group work, we will complete a whole-class analysis of one of three texts related to technology in the secondary classroom in Weeks 4 and 5.

(Remember to consult Blackboard for specific information on how to complete each of these steps.)

For this project to be graded without penalty you *must*:
- ✓ Complete all steps of the project.
- ✓ Submit your paper, along with your drafts and peer review feedback.
- ✓ Follow the formatting and submission guidelines provided on page 9 of the syllabus.
- ✓ Include a works cited/references page.
- ✓ Avoid plagiarism (see syllabus p. 7 and rubric for details on how points will be deducted for AI issues)
- ✓ Submit a brief reflective letter/paper with the final draft.

Important dates:
1. Week 2: Find classmates with similar interests.
2. Week 3: Find liaison and/or listen to guest lecture; identify issue.
3. Week 4/5: Whole class article analysis is due (practice for individual ones due by groups in Week 12/13)
4. Week 5: Explore grant funding opportunities; identify one your group would like to apply for.
5. Week 6: Create SWOT Analysis.
6. Week 7/8: Evaluate & Present Journals/Databases in Discipline.
7. Week 9: Compile a Reading List.
8. Week 10/11: Article Analyses due
9. Week 12: Create an Annotated Bibliography based on your reading list.
10. Week 13: Proposal with budget due.
11. Week 14: Peer Review of other groups' proposals due.
12. Week 15: Presentation of grant proposals. Reflection on grant proposal experience due after your presentation.
13. Week 16: Final Exam