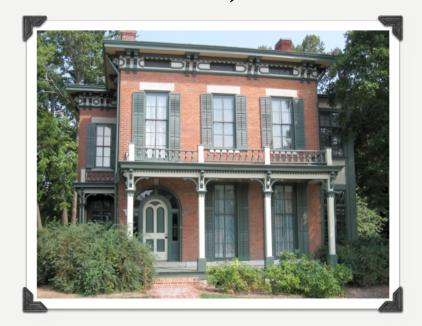
GRANT WRITING RETREAT

UNIVERSITY OF MISSOURI CAMPUS WRITING PROGRAM

DR. AMY LANNIN, DIRECTOR



MU'S CAMPUS WRITING PROGRAM

- Oversee the Undergraduate Writing Intensive requirement
 - -Approximately 350 WI courses each year
- Provide support for the **teaching** of writing across campus and within the disciplines
- Support faculty, graduate students, post-doctoral fellows, and others in writing through retreats, conferences, events, workshops

INTRODUCTIONS

- Name
- Department
- Grant experience
- What you are working on today

WHY BEGIN BY WRITING?

- Writing is generative: as you write, you discover new ideas (Belanoff, Elbow, & Fontaine, 1991).
- Writing is the best way to work through writer's block (Silvia, 2007).
- Writing makes your thoughts visible (Emig, 1994).

START WITH WRITING

Freewrite — non-stop warm-up to writing Write about your project/proposal:



- -What problem or issue are you addressing in this current grant proposal?
- Why is it important?
- -How are you feeling about this? What challenges are you facing with it?

HOW TO WRITE A LOT

 "Forcing people to write enhanced their creative ideas for writing....
 Writing breeds good ideas for writing."

Paul Silvia, p. 24

GRANT PROPOSAL WRITING

STRATEGIES AND TIPS

BASIC RHETORICAL FRAMEWORK OF WRITING

Clarify your Purpose

Know your Audience

Determine the Format

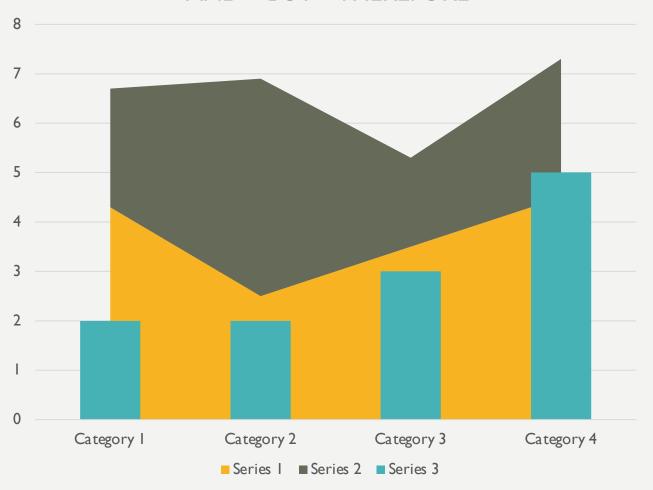
BEGIN WITH A CLEAR DIRECTION



•Draft an elevator speech to explain your project to a general audience

• Try "And....But....Therefore"

AND – BUT – THEREFORE



TELL THE STORY

What is the narrative of your project?

Establish the background:
____AND ___AND...

Introduce the conflict and problem: BUT _____.

Offer a possible solution:

THEREFORE_____

AN EXAMPLE: AND, BUT, THEREFORE

• Publish or Perish is sometimes repeated in the halls of academia. The number and type of publications, the amount of grant dollars, and the sharing of knowledge are the commodities of an academic career. However, faculty face challenges of time, focus, and support to sustain a research agenda in the midst of teaching and service. Therefore, we need to understand what universities can provide as tangible supports for faculty and graduate students to write toward successful funding and publications.

For more, see Randy Olson – ABT - www.ScienceNeedsStory.com

PURPOSE

- Keep your purpose front and center and in focus: What is the problem you are trying to solve?
- Argue for your work to get support.
- Provide clear rationale for why this project is important and how it builds on any pilot project.
- Maintain focus on this project, not your entire life's work.

AUDIENCE

- Who will read your proposal?
 - –What is their background?
 - -What level of vocabulary is needed? What terms need defining?
 - -How much information is needed?
 - -How can you best convince them to fund your work?

KNOW THE GRANT PROPOSAL GENRE

- Read and analyze sample grant proposals.
- Carefully read the RFP:
 - -Create a timeline.
 - -Follow the grant guidelines.
 - -Build a template and fill in as you go.

ANALYZE AN EXAMPLE - NSF

Importance

Why Study Flipped Instruction in Secondary Mathematics?

Teachers' implementation of *flipped instruction* has increased dramatically in recent years. More than two-thirds of teachers report flipping a lesson, if not an entire course (D. F. Smith, 2014). Flipped instruction commonly involves students watching videos or reading new material outside of class and then completing their "homework" problems in class, rather than the conventional situation of presenting new material in class and then assigning problems to be completed outside of class. Although originating in college-level sciences (Mazur, 1991), flipped instruction has become popular in secondary mathematics (Moore, Gillett, & Steele, 2014), perhaps due to the proliferation of online mathematics instructional videos and the longstanding tradition of mathematics instruction characterized by lecture and exposition (J. P. Smith, 1996; Stigler & Hiebert, 1999), which translates straightforwardly to video-based delivery.

The rise of flipped instruction has outpaced empirical research on its effectiveness. Although popular media (e.g., Reynolds, 2014) and philanthropic organizations (e.g., the Gates Foundation) have given a great deal of attention and financial support to flipped instruction, little is known about how teachers actually implement it and what benefits and drawbacks it has in contrast with conventional, non-flipped instruction. In fact, we do not know whether flipped instruction is truly an educational "innovation" or simply a technology-infused reordering of existing practices.

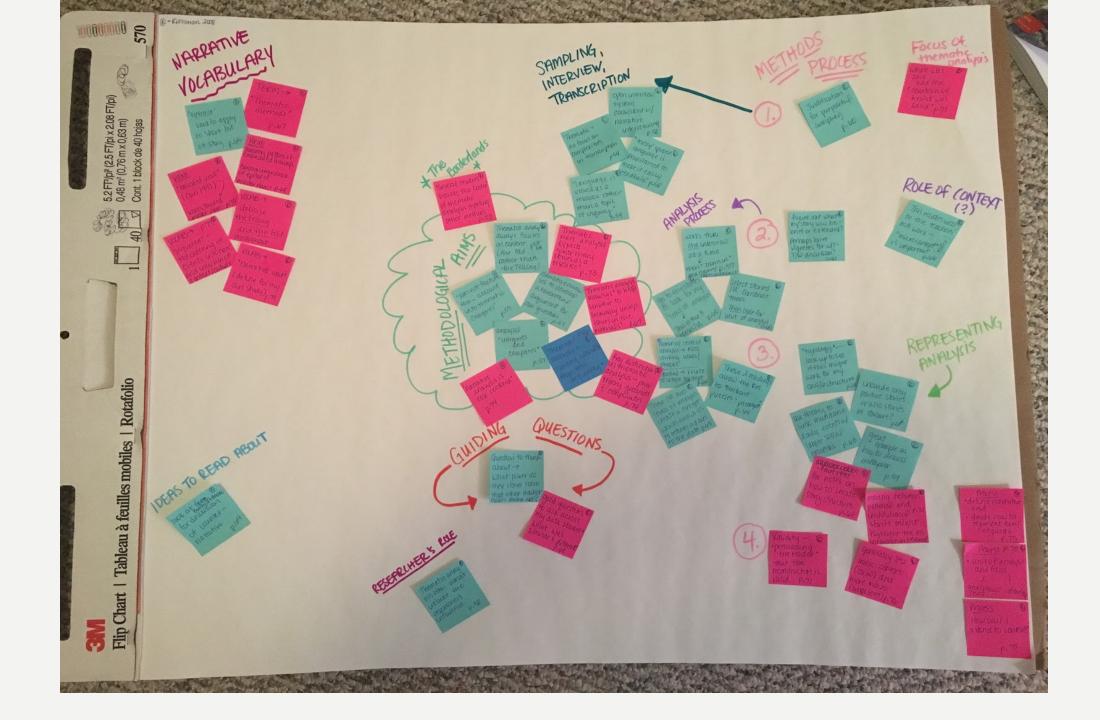
Working in the context of 40 secondary (grades 8–11) algebra classrooms—20 implementing some form of flipped instruction and 20 serving as a non-flipped basis for comparison—we will answer the following research questions using a correlational design and multilevel modeling techniques:

- RQ1. What are salient factors entailed in teachers' implementation of flipped instruction in secondary algebra?
- RQ2. To what extent do these factors predict students' learning of algebra as measured on a statemandated end-of-course assessment and on a concept-of-variable inventory?

RQ1 involves elucidating the framework of flipped instruction that we have developed through a pilot study (see Figure 1 below). We focus on algebra courses because of their importance in students' overall mathematical trajectories (Loveless, 2008; Moses & Cobb, 2001) and because algebra is especially feasible to flip given the wide range of online algebraic resources available. RQ2 identifies predictive relationships between aspects of flipped instruction and student outcomes. Student outcomes will be

OTHER TIPS FOR GETTING STARTED

- Create a one-page overview.
- Share the one-pager with colleagues, grants office, graduate students -- get feedback from several sources and throughout the process.
- Create a concept map, story board, visual to show the ideas and how they will build.



marginalized deficit structure/ chronips viewpoint Questioning concrete voucal tension Challenge hegemonic power intertwined, not seperate between multipu SOCIOCULTURCY structures conflicting oppression Critical - critical uteracy reads to winced identifies unere's The action? examine weight . not power of itorces rust Wheraus TENSION Social Mistice analyte data. - critical discussion Then what? the fext goes beyond real Questioning world-what's 96 my is the the point? THE TEXT purposes mardates text relevant! important? authentic creating Students recognize cictive citizens Things about prepare for themselve & the career & college, world not just test 2-1

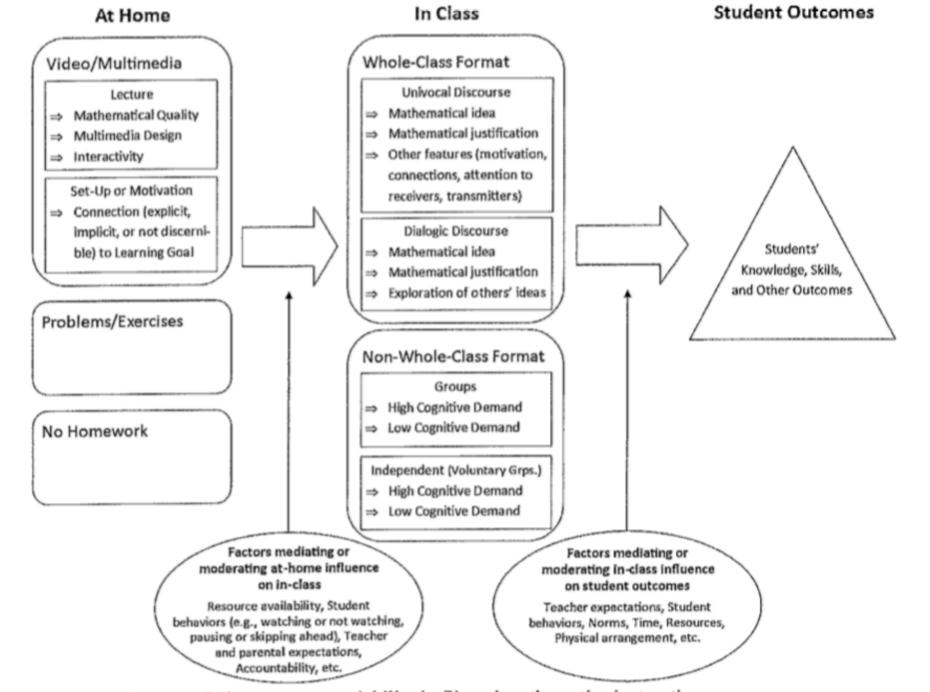


Figure 1. A framework that captures variability in flipped mathematics instruction.

DRAFTING AND CRAFTING SENTENCES

The following are based on the Academic Phrasebank and can be useful in getting started: http://www.phrasebank.manchester.ac.uk

TOPIC'S IMPORTANCE:

- "____ plays a vital role in...."
- "_____ is an important component in the _____ and plays a key role in...."
- "_____ is essential for a wide range of"
- "In the history of _____, ____ has been considered a key factor in...."

WHAT'S THE CONTEXT?

- "Recent evidence suggests...."
- "Recently, there has been renewed interest in..."
- "One of the main obstacles...."
- "A much debated question is whether..."
- "To date, the problem has received minimal attention..."

WHY YOUR STUDY?

- "The aim of this study is to...."
- "This study provides new insights on..."
- "Understanding the link between ____ and ____ will help...."

WRITING TIPS & DOCUMENT CHECKLIST

Do you...

- ✓ Help readers follow your ideas (readers can't read your mind)
- ✓ **Explain why this is important:** what is your rationale?
- ✓ Develop headings as a guide: keep these parallel (each a question, a statement, or a phrase)
- ✓ Use topic sentences and keep paragraphs focused on the topic
- ✓ Connect sentences: pay attention to transition words
- ✓ Keep paragraphs focused & not too long

POOR COHERENCE EXAMPLE

"A significant disadvantage of the 125-H CRT is its high power consumption. The tube requires substantial power to produce the high voltages and currents that are necessary to drive and deflect the electron beam. The 125-H is inefficient—only about 10% to 20% of the power used by the tube is converted into visible light at the surface of the screen. The 125-H is poorly suited for portable display devices that run on batteries, where lower power consumption is necessary. We should consider other options before committing to purchase the 125-H."

- (Beer & McMurrey, p. 31)

EFFECTIVE COHERENCE EXAMPLE

A significant disadvantage of the 125-H CRT is its high power consumption. **This** tube requires substantial power to produce the high voltages and currents that are necessary to drive and deflect the electron beam. *In addition*, the 125-H is inefficient—only about 10% to 20% of the power used by the tube is converted into visible light at the surface of the screen. **Thus**, the 125-H is poorly suited for portable display devices that run on batteries, where lower power consumption is necessary. Because of this drawback, we should consider other options before committing to purchase the 125-H.

- (Beer & McMurrey, p. 31)

WRITING TIP: BUILD UNITY

- Eliminate information that does not clearly relate to the main idea.
- If the relationship between the main idea and other details in the paragraph is unclear, **add** a phrase or sentence to make their relevance clear (see Academic Phrasebank).
- If more than one major idea appears in a paragraph, separate the ideas and develop them in different paragraphs.
- If you want to convey more than one idea in a single paragraph, rewrite your topic sentence so that it includes both ideas and establishes a relationship between them.

REVISION CHECKLIST

- ✓ Have I clarified complex information?
 - Have I used clear language and avoided jargon when possible?
 - Have I provided simple sentences as often as possible so that readers can see the main point of the sentence?

EDITING CHECKLIST

- ✓ Have I used present tense (except for past tense when referring to previous research)?
 - In proposals, verb tenses will vary based on the future work to be done: "This project will begin with a convenience sample..."
- ✓ Have I used active verbs (instead of passive)? The report was written by Steve. OR Steve wrote the report.

EDITING CHECKLIST

✓ Do my sentences vary in length and structure?

- Look at the first 3 words of several sentences: Do they start differently?
- Look for sentence length. If any sentences are more than two lines long, look to see if the subject and verb are clear.

Sentence Examples:

- Steve wrote the report. (simple sentence)
- Steve wrote the report, and he presented an informative presentation at the town hall meeting. (compound sentence with a comma/conjunction)
- Although Steve wrote the report, he received input from colleagues and students involved in the research. (Complex sentence with an introductory dependent clause)
- ❖ Steve, an engineer at a local firm, presented the report at the town hall meeting, and many of the attendees, who were representing key constituents, expressed concerns and asked questions. (compound-complex sentence with an appositive)

EDITING CHECKLIST

- √ Have I omitted all unnecessary words to clarify and strengthen the message?
- ✓ Have I clarified meaning through clear pronoun references? (Based on Beer & McMurrey, p. 29)
 - "Before accepting materials from the new subcontractors, we should make sure they meet our requirements." (Who are they -- the materials or subcontractors?)
 - "Our records now include all development reports for B-44 engines received from JPL." (What was received the reports or the engines?)
- ✓ Have I read aloud to check for meaning and punctuation?
- ✓ Have I had another person read and provide feedback?

BE CONCISE

 Avoid using multiple and many words for the same or similar ideas or topics. When you say the same thing over and over again, but in a slightly different way, it may not communicate what you would want. You may think you are saying and writing something new, but you are really just using many more words to say and write the exact same thing.

LINKS TO CHECK OUT

- Purdue OWL: https://owl.english.purdue.edu
- Academic Phrasebank: http://www.phrasebank.manchester.ac.uk

FINALLY...

- Set writing goals write them out, reflect on your writing sessions
- Provide breaks and set timers for writing sessions (even 10-20 minutes of daily writing can help)
- Read out loud listen to your words.

REFERENCES

- Belanoff, P., Elbow, P., and Fontaine, S. (1991). Nothing begins with N: New investigations of freewriting. Carbondale: Southern Illinois University Press.
- Emig, J. (1994). Writing as a mode of learning. In Young, R., E., and Liu, Y. (Eds.). Landmark Essays On Rhetorical Invention in Writing. Davis, CA: Hermagoras Press.
- Silvia, P. (2007). How to Write a Lot: A practical guide to productive academic writing. Washington, DC: APA.

CONTACT INFORMATION

Amy Lannin

Director lannina@missouri.edu
573-882-1798

Christy Goldsmith

Asst. Director
GoldsmithC@missouri.edu

Julie Birt

Postdoctoral Fellow javkt6@mail.missouri.edu

Jackie Thomas

Administrative Assistant thomasjm@missouri.edu
573-882-4881



Website: cwp.missouri.edu

WRITING TIME GUIDELINES

- Respect the quiet writing spaces
- Writing conferences and conversations can be moved to a break-out room
- Remember to move about every 30 minutes
- Set goals for what you want to get done
- Silence cell phones and only check every 20-30 minutes