

*This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.*

### **ASM 579 Proposal Writing Fall 2011**

**Course Meetings:** Mondays, 3:30-6:15 pm, Tempe PSH 331

**Instructor: Dr. Kostalena Michelaki**

Office: SHESC 371

Contact Info: [kmichela@asu.edu](mailto:kmichela@asu.edu); (480) 965-6170

Office Hours: Tuesdays and Thursdays 1:00-2:00 pm and by appointment

#### **Course Description:**

The aim of this course is to: a) guide you (advanced graduate student who already has a clear research project in mind) through the process of translating your ideas into an articulate and succinct proposal that can be competitive when applying for major national and international grants and b) develop your ability to critically review the work of others and of your own and give clear and constructive comments about how the work can be improved. This course can help you fine-tune your ideas, but cannot help you develop them from scratch.

#### **Course Format:**

This is a graduate seminar that will meet once a week for two hours and fortyfive minutes. Each week you will write a section of a grant proposal in the format of the National Science Foundation Dissertation Improvement Grant. **Your assignments will be due by Friday at 5:00 pm.** You will also have to read and provide constructive comments on the work of your fellow classmates by the following Monday.

Presentations by former NSF program directors (Dr. Ed Hackett and Dr. Kaye Reed) will give you the big picture of NSF as an organization, how reviewers are selected and how final decisions are made on funding and answer any questions you may have about the process. Jodi Guyot will explain the process of submitting a grant and the nuances of budget making. Most of the semester will be spent working in groups and helping each other improve your proposals.

It is a good idea to work closely with your advisor (and committee if possible) while you are taking this class!

#### **Pre-requisites:**

You should:

- have a clear idea of what your research project is going to be;
- be done (or nearly done) with your coursework;
- be done with your comprehensive exams, or equivalent (or have completed all your relevant readings)

#### **Interesting books to consider about research and proposal writing:**

Booth, W. C., G. G. Colomb, G., Williams, J.M. (2008). *The Craft of Research*, 3<sup>rd</sup> edition. Chicago, University of Chicago Press. (Available at ASU online at:

<http://site.ebrary.com.ezproxy1.lib.asu.edu/lib/asulib/docDetail.action?docID=10288700>)

Leedy, P. D. and Ormrod, J.E. (2010). Practical Research: Planning and Design, 9<sup>th</sup> edition. New Jersey, Pearson Education, Inc. ( 8<sup>th</sup> edition available at ASU at Downtown Stacks: [Q180.55.M4 L43 2005](#))

Locke, L. F., W. W. Spirduso, et al. (2007). Proposals that Work: A Guide for Planning Dissertations and Grant Proposals, 5<sup>th</sup> edition. Thousand Oaks: Sage Publications. (2<sup>nd</sup> edition available at ASU at: [Q180.55.P7 L63 1987](#) as a two hour reserve at Hayden, or [Q180.55.P7 L63 1987](#) at Science 3<sup>rd</sup> floor, or [Q180.55.P7 L63 1987](#) at West Stacks).

Northey, M. and McKibbin, J. (2010). Making Sense: A Student's Guide to Research and Writing. Toronto: Oxford University Press Canada. (Available at ASU at: [LB2369 .N67 2010](#) at Hayden Stacks)

### Course Grades:

Grades will be based on weekly assignments and class participation (25%), the final proposal turned in at the end of the course (50%), and reviews of other students' proposals (25%). Readings, assignments as well as completed assignments to be evaluated by the class will be posted on blackboard. To log-in go to <http://my.asu.edu>.

Final grades: Grades will be scaled in the following manner:

97-100%	A+	77-79%	C+
94-96%	A	70-76%	C
90-93%	A-	60-69%	D
87-89%	B+	below 60%	E
84-86%	B	failure due to academic dishonesty	XE
80-83%	B-		

### Incompletes

A grade of "I" (incomplete) is strongly discouraged, is normally considered only under extraordinary circumstances and may involve retaking the course. If you find that you are having difficulty keeping up with the course, please contact me immediately! A grade of "I" (incomplete) may be given at the instructor's discretion when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. You must arrange with the instructor a formal plan and schedule for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

### Late Assignment Policy:

After the first three weeks of the class the pace will pick-up remarkably. Each week you will have to write a new section of your proposal, as well as read carefully and comment thoroughly on the proposals of two other students. **Your assignments will be due by Friday at 5:00 pm**, so that you all have a chance to work on your material, but also devote time to reading the work of your colleagues by Monday afternoon. IT IS CRITICAL that you submit your work on time, otherwise your colleagues will not have enough time to work on it. This is not only be a detriment to you, but also to them, since 25% of their grade will depend on providing constructive comments. If you know ahead of time that you may not be able to meet the deadline on a particular week, please discuss it immediately with me so that we can come up with an alternative plan. ***If your work is repeatedly late without an excuse, your final course grade will be affected (each day of delay carries a penalty of 3%).***

**Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

**Student Standards**

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:  
[http://www.abor.asu.edu/1\\_the\\_regents/policymanual/chap5/5Section\\_C.pdf](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf)

**Academic Integrity**

All students are responsible for reviewing and following ASU's policies on academic integrity: <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

**Student Support and Disability Accommodations**

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center ([www.asu.edu/lrc](http://www.asu.edu/lrc)), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

**Email Communications**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on "My Help Center."

**Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/node/24>
- Learning Support Services: <http://www.asu.edu/studentaffairs/lss/>

- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: [http://shesc.asu.edu/undergraduate\\_studies](http://shesc.asu.edu/undergraduate_studies). Our advisors are always willing to discuss career and guidance options with you.

### Lecture Schedule and Reading Assignments

- Aug. 22: Introduction to the course + The Importance of making mistakes (and learning from them)**
- Read CNN story and chapter from “How we decide”
  - Read three reviews of Isbell’s “Mummies and Mortuary Monuments: A Postprocessual Prehistory of Central Andean Social Organization”
  - Assignment #1: Reaction paper to the three reviews
  - Assignment #2: Professional CV and NSF-formatted CV
- Aug. 29: NSF: the organization and its procedures – the view from within (presentation by Dr. Ed Hackett)**
- Assignment #3: Primary and secondary review of two NSF DIG proposals
- Sept. 5: LABOR DAY – No class!**
- Sept. 12: The parts of a proposal + The review process + Dr. Kaye Reed (5:00-6:00 pm)**
- Assignment #4: What questions does each section of the proposal seem to answer?
  - Assignment #5: List of sections of the proposal, with page limits, proper fonts etc.
  - Assignment #6: Write a draft of your ‘Introduction’ section
- Sept. 19: Introduction +**
- Assignment #7: Revise your ‘Introduction’ section
- Sept. 26: Revised Introduction**
- Assignment#8: Write a draft of your ‘Background to research’ and of the ‘Study area’ sections
- Oct. 3: Background/study area**
- Assignment#9: Write a draft of your ‘Model/Hypotheses’ section
- Oct. 10: Model/Hypotheses**
- Assignment #10: Write a draft of your ‘field and laboratory methods’ section (i.e. sample/data collection)
- Oct. 17: Field and Laboratory Methods**
- Assignment #11: Write a draft of your ‘analytical methods’ section
- Oct. 24: Analytical Methods**

- Assignment #12: Write a draft of your 'significance of research' section
- Oct. 31:**     ***The submission process (Jodi Guyot 5:00-6:15 pm)+ Significance of Research***
  - Assignment # 13: Write a draft of your 'proposal summary' section
- Nov. 7:**     ***Proposal Summary***
  - Assignment #14: Prepare your 'research schedule,' 'data sharing plan,' draft budget,' and 'budget justification' sections
- Nov. 14:**    ***Research schedule, data sharing plan, draft budget and budget justification***
  - Assignment #15: Prepare a draft of your appendices, tables and bibliography
- Nov. 21:**    ***The importance of style and visual support material – Comments on style***
  - Assignment #16: Put it all together: A first draft of your complete proposal
- Nov. 28:**    ***Discussion of complete proposals***
  - Assignment #17: Submit your complete final proposal
- Dec. 5:**     ***Reflection on strengths built and challenges remaining to be met***

***Details for each assignment can be found in the 'Assignments' folder in the 'Course Documents' module of Blackboard.***

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· It is certain that throughout the semester some sections may actually take longer than one week to complete, or we may need to stop, revise the complete proposal from the beginning and then move on to the next specific section. Providing some time in our timeline for such flexibility will allow the class to flow organically to accommodate your particular strengths and weaknesses. This is why the content of the last two weeks appears 'light.'