FSHN 682  
Topics in Nutritional Sciences  
Grantwriting for Graduate Students  
Fall Semester 2005

Fridays 12:30 – 1:45 pm  Ag Sciences 204

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Office Hours:  
Fridays: 1:45 – 3:00 pm  
Others by appointment

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Office Hours:  
Fridays:  9 – 10:00 am  
Others by appointment

This syllabus is in effect for Fall Semester, 2005; is for the benefit of the student and does not constitute a contract. The instructor reserves the right to change the course content or the sequence of instruction. Changes in due dates of assignments will be given with at least one week's notice.

I. Objectives of the Course

A. Introduce students to grants and grantwriting  
This will be accomplished through lecture topics, class discussion and writing assignments.

B. Improve students' writing skills, especially as it relates the preparation of a grant proposal  
This will be accomplished through graded writing assignments. Students will be required to write formally and informally.

C. Increase students’ awareness of the variety of grant funding opportunities available  
This will be accomplished through helping students find funding opportunities specific to their field of interest.

II. What is the course: The course is 1 credit course, lecture/discussion course.

III. What is expected of the students:

A. Students are expected to come to class and be prepared to participate in class discussion.  
B. Students are expected to read the textbook, the outside reading materials and other materials when assigned.  
C. Students are expected to turn in written assignments on time.  
D. Students are expected to learn as much about grant writing as they possibly can.  
E. Students are expected to respect their fellow student's opinion about issues discussed in class and to keep discussions (or arguments) at the academic level and not the emotional level.  
F. And if possible, have fun!
IV. What is expected of the instructor:

It is fair for the students to expect the instructor to:

A. Come to class prepared.
B. Grade fairly and return papers promptly.
C. Encourage discussion.
D. Provide ample time for questions.


VI. How will the course be graded:

A. Class Attendance 50 points

B. Written Assignments 100 points
   4 @ 25 points each
   1. RFA Dissection
   2. Writing Objectives
   3. Abstracts and Titles
   4. Preparing the Budget and Budget Narrative

C. Grant Proposal 500 points
   [100 pts for “mini grant”, 100 pts for the first draft; 300 points for the final proposal].

D. Peer Review of Proposals 150 points
   3 @ 50 points each

   total 800 points

Final grades for any given student will be determined by taking the total points received and dividing it by the total points attempted for the course. The result will be multiplied by 100 to determine a percentage, rounded to the nearest whole number, and assigned a letter grade according to the scale below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 -- 100</td>
<td>A</td>
</tr>
<tr>
<td>80 -- 89</td>
<td>B</td>
</tr>
<tr>
<td>70 -- 79</td>
<td>C</td>
</tr>
<tr>
<td>60 -- 69</td>
<td>D</td>
</tr>
<tr>
<td>below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

VI. Explanation of course requirements and other policies:

Attendance: Regular attendance, class participation and completion of assignments are expected. Attendance sign up sheets will be available at the lecture class. It is your responsibility to get your name on the attendance roll. Students not present will be counted as absent when attendance is taken. Students are responsible for obtaining handouts and notes if they are absent from class. Excused absences by prior arrangements will not be counted against you. If you are sick, please call me or e-mail me. Please arrange for a “Doctor’s Note” if you are ill and miss more than 3 successive class periods.

Student Grant Proposal: Students will develop a topic for a semester grant proposal assignment. Throughout the semester, certain aspects of the proposal will be due – e.g. abstract, statement of the problem, budget. They will be treated as separate assignments but with the same central grant proposal.

Peer Review: As part of the grant proposal writing exercises, your task will be to peer review of your classmates. Both you and the writer will benefit from the exercise. By critiquing your classmates papers, you will become a
better writer and the quality of your final paper will be improved. A check sheet will provided for the review. Your paper will be reviewed prior to the final version begin turned in to me. The peer review is worth 150 pts.

Extra credit, make-up work and late assignments: No extra credit work will be given. Bonus assignments can be given at the discretion of the instructors. Grades for the written assignments will be reduced by **5% per day** for any assignments handed in after the due dates.

Class/Lecture Schedule

**FSHN 682: Grant Writing for Graduate Students**  
Fall Semester: Fridays 12:30-1:45 pm  

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26/2005</td>
<td>Course Introduction &amp; Idea Development and Significance (Brian and Doug)</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/2/2005</td>
<td>Finding Funding and Dissecting RFAs (Doug)</td>
<td>Appendix 2</td>
<td>#1</td>
</tr>
<tr>
<td>3</td>
<td>9/9/2005</td>
<td>Defining and Writing Objectives (Brian)</td>
<td>7</td>
<td>#2</td>
</tr>
<tr>
<td>4</td>
<td>9/16/2005</td>
<td>Testable Hypotheses (Doug, Brian, Halina Zaleski)</td>
<td>7</td>
<td>#3</td>
</tr>
<tr>
<td>5</td>
<td>9/23/2005</td>
<td>Building the Compelling Case (Brian)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9/30/2005</td>
<td>Experimental Design, Methods, and Alternative Approaches (Doug)</td>
<td>9,12</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/7/2005</td>
<td>Abstracts and Titles (Brian)</td>
<td>6</td>
<td>#4</td>
</tr>
<tr>
<td>8</td>
<td>10/14/2005</td>
<td>Writing Budgets and Budget Narratives (Doug, Guest)</td>
<td>13</td>
<td>#5</td>
</tr>
<tr>
<td>9</td>
<td>10/21/2005</td>
<td>Expected Outputs, Impacts, and Evaluation- Logic Model (Doug, Guest)</td>
<td>10-11</td>
<td>#6</td>
</tr>
<tr>
<td>10</td>
<td>10/28/2005</td>
<td>Compliance and Ethical Issues (Doug, Guests)</td>
<td>Handouts</td>
<td></td>
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<tr>
<td>11</td>
<td>11/4/2005</td>
<td>Peer Review (Brian, Doug)</td>
<td>16</td>
<td>PR</td>
</tr>
<tr>
<td>12</td>
<td>11/18/2005</td>
<td>Proposal Paperwork, Forms Tables, Figures, and White Space (Brian)</td>
<td>Handouts</td>
<td>PR</td>
</tr>
<tr>
<td>13</td>
<td>12/2/2005</td>
<td>Rewriting and Resubmitting (Brian)</td>
<td>Handouts</td>
<td>PR</td>
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Assignment #1 – Dissecting RFP (25 points)  
Assignment #2 – Writing Objectives (25 points)  
Assignment #3 – “Mini-Grant” (100 points)  
Assignment #4 – Abstracts and Titles (25 points)  
Assignment #5 – Budget and Budget Narratives (25 points)  
Assignment #6 – First Draft Proposal (100 points)  
PR = Peer Review Reports (50 points each x 3 = 150 points)  
Final Proposal Due – Monday, December 12, 2005 (300 points)
VIII. **Academic Dishonesty:** From the University of Hawaii at Manoa Catalog, Appendix, Section “Student Conduct and Discipline”.

1. **Cheating** includes, but is not limited to, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering an answer after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.

2. **Plagiarism** includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and "dry-labbing," which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

IX. **Disciplinary Sanctions for Violations of the Student Conduct Code:** One or more of the following sanctions may be imposed whenever a student is found to have violated any of the rules contained in the Conduct Code (refer to the conduct code for specifics)

1. Warning
2. Probation
3. Restitution
4. Recision of Grades or Degree
5. Suspension
I have received and read this syllabus and I understand it. If I have any questions about the syllabus I will ask the instructor.

Name (print) _____________________________________________________

Signature ______________________________________________________

Date __________________________________________________________

Please read the syllabus and attest that you understand it by printing your name, signing your name and dating this form in the appropriate spots. Please return this form to Dr. Vincent by Wednesday, September 4, 2005.