



5. During the course, the proposal will be developed, written, and revised several times throughout the semester with the goal of producing a final, competitive version for submission.
6. **Every other week**, students will be asked to revise and submit to me their proposal for comments. Students are expected to turn in a hard-copy of the entire proposal with revised sections clearly marked (tracked changes). (*Late proposals (after class) will not be accepted.*)
  - a. I will collect students' working proposals at the beginning of the class and will return them the following week during class.
  - b. All students are expected to also read and peer-edit all proposals, on alternate bi-monthly submissions, and return a hard-copy to me and a hard-copy to the respective student.
7. A final version of your complete proposal, including all parts of the targeted funding source's grant application, is due on the last day of class.
8. Each student will participate in two presentations during the course. One short presentation (10 – 15 minutes) to describe the proposal idea at the beginning of the course. One long presentation (30 - 45 minutes) to discuss the enhanced proposal near the end of the course.
  - a. Student proposals must be distributed to the class one week in advance of the presentation date.
  - b. During students' short presentations, the student will provide a brief synopsis (10-15 minutes) of the proposal idea. The class, as a whole, will then participate in a discussion regarding the proposal idea. *All students are expected to participate in every discussion.*
  - c. Students' long presentations will follow a specific format. The student will provide a 30 – 45 minute presentation with slides on the full grant proposal (topic and targeted funding source application). The class, as a whole, will then discuss ways to improve the proposal to better fit the student's objectives. *All students are expected to participate in every discussion.*

**Grading & Evaluation:**

200 points total: 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), >120 (F)

Bi-Monthly Revised Proposal:	25% (50 points)
Two Presentations of Proposal:	25% (50 points)
Final proposal:	35% (70 points)
Attendance and Participation*:	15% (30 points)

\*Attendance and participation are combined here; attendance alone is insufficient to pass this component of the grade. You must be prepared to actively participate in all aspects of the class, including peer editing, presenting, and discussing proposals and assigned readings.

### **REQUIRED READINGS:**

Foss, Sonja K. and Waters, William. 2007. *Destination Dissertation: A Traveler's Guide to a Done Dissertation*.

Bolker, Joan. *Writing your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing your Doctoral Thesis*.

Belcher, Wendy L. 2009. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*.

Ragin, Charles C, Joane Nagel, Patricia White. 2003. *Workshop on Scientific Foundations of Qualitative Research*.  
<http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf>

Golash-Boza, Tanya. (online) *Get a Life, PhD: How to Succeed in Academia and Have a Life Too*.

Kerry Ann Rockquemore's *Monday Motivator* (online)

### **Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

### **Academic Integrity:**

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. Academic dishonesty includes the commission of any of the following acts: Cheating, fabrication, falsification, multiple submissions, plagiarism and complicity. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. See <http://www.tamu.edu/aggiehonor/acadmischonduct.htm> for more details.

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## CLASS SCHEDULE:

### Weeks 1 – 16:

- Discussion of the grant and fellowship proposal writing process.
- Presentation and discussion of student proposals. Students will be scheduled after the first session.
- Discussion of assigned readings, assigned one week prior to class.
- Presentation and Discussion of Guest proposal. There will be opportunities for schedule guests from a variety of social science disciplines who have received different types of awards to participate in the course.

### Weeks 1-2: Introduction

#### ❖ Week 1. Tues, Sept. 1:

- Introduction and Expectations;
- How To Find Funding Sources (slideshow);
- Possible Funding Mechanisms:
  - National Science Foundation - SOCIOLOGY PROGRAM - Doctoral Dissertation Research Improvement Awards (Soc-DDRI)  
<http://www.nsf.gov/pubs/2014/nsf14604/nsf14604.htm>;
  - AHRQ Grants for Health Services Research Dissertation Program (R36): PA-15-318 <http://grants.nih.gov/grants/guide/pa-files/PA-15-318.html> ;
  - Research and Methods in Health Statistics: RFA-SH-16-001  
<http://www.grants.gov/web/grants/view-opportunity.html?oppId=278051&elq=cf4c2dfb70944a3e9dfaa14e57694045&elqCampaignId=11853&elqaid=11673&elqat=1&elqTrackId=04eb7ef73c6246b39e06101744810200>
  - SBE Doctoral Dissertation Research Improvement Grants  
[http://www.nsf.gov/publications/pub\\_summ.jsp?ods\\_key=nsf11547](http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf11547)
- Evolving Protections for Human Research Subjects: History, Ethical Principles and Current Challenges;
- Training for Research with Human Subjects  
<http://rcb.tamu.edu/humansubjects/training>;

#### ❖ Week 2. Tues, Sept. 8:

- *Initial proposal/dissertation research idea due*
- *Identify your funding mechanism*

- Students' short presentations (10-15 minutes) on proposal/dissertation ideas

**Weeks 3-13: The “elements” of proposal writing**

❖ Week 3. Tues, Sept. 15:

- KATE – **Kiss And Tell Everything: A Systematic Proposal Development Process**

❖ Week 4. Tues, Sep. 22:

- *Revised proposal/dissertation research idea due* (student-peer editing)
- Grant and Fellowship Proposal Writing – requires training and is not the same as other academic writing (Slideshow);
- Addressing the grant and fellowship mission and goals in your proposal;
- The Pre-proposal, outlined in Destination Dissertation;
- Pre-proposal peer editing;
- Completing the National Institutes of Health Bio-sketch Form  
<http://grants.nih.gov/grants/funding/phs398/phs398.html>

❖ Week 5. Tues, Sep. 29:

- Examples of funded proposals: SUMMER Center and SUPER Program Request For Applications (RFAs) and Summary Statements  
<http://grants.nih.gov/grants/guide/pa-files/PA-01-001.html>  
<http://grants.nih.gov/grants/guide/rfa-files/RFA-MD-03-001.html>
- Guest speaker: Successful and not so successful proposals

❖ Week 6. Tues, Oct. 6:

- *Revised proposal due*
- The abstract and/or executive summary
- Abstract and executive summary peer editing

❖ Week 7. Tues, Oct. 13:

- The research question/theoretical framework
- What is the “big” question? The theoretical question? The empirically-testable research question(s)?

*Guest lecturer:* Thomas A. LaVeist, Ph.D., William C. and Nancy F. Richardson Professor in Health Policy, Department of Health Policy and Management, Johns Hopkins Bloomberg School of Public Health

❖ Week 8. Tues, Oct. 20:

*Revised proposal due* (student peer-editing)

- The literature review – why your research matters

❖ Week 9. Tues, Oct. 27:

- The methods section/research design

*Guest lecturer:* Tyson Brown, Ph.D., Assistant Professor, Department of Sociology, Vanderbilt University

❖ Week 10. Tues, Nov. 3:

- *Revise proposal due*
- Budget
- Timeline

❖ Week 11. Tues, Nov. 10:

- Qualitative Grant Writing:  
*How to get funded for a qualitative research project!* (Kathleen Blee)  
Ragin, Charles C, Joane Nagel, Patricia White. 2003. *Workshop on Scientific Foundations of Qualitative Research*.  
<http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf>

❖ Week 12. Tues, Nov 17:

- When/if you are accepted, how to address expectations/requirements of award'
- When/if you are rejected, how to deal with reviews;  
(SCISSAR Center)

❖ Week 13. Tues, Nov. 24: (No class lecture; students only meet)

- *Revised proposal due* (student-peer editing)

### **Weeks 14-16: Academic career development**

❖ Week 14. Tues, Dec. 1:

- Students' long presentations (30 – 45 minutes) on completed proposals
- Developing and completing a dissertation:  
Foss, Sonja K. and Waters, William. 2007. *Destination Dissertation: A Traveler's Guide to a Done Dissertation*.  
Bolker, Joan. *Writing your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing your Doctoral Thesis*.

❖ Week 15. Tues, Dec. 8:

- Students' long presentations (30 – 45 minutes) on completed proposals
- Writing and publishing journal articles:  
Belcher, Wendy L. 2009. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*.  
  
*Guest lecturer:* Tony N. Brown, Ph.D. Associate Professor and Associate Chair, Department of Sociology, Vanderbilt University and Former Editor, *American Sociological Review*

❖ Week 16. Tues, Dec. 15:

- *Final proposals due*
- Requesting letters of reference
- How to succeed in academia:  
Golash-Boza, Tanya. (online) *Get a Life, PhD: How to Succeed in Academia and Have a Life Too*.  
  
*Guest lecturer:* Melvin L. Oliver, Ph.D. SAGE Sara Miller McCune Dean of Social Sciences, Executive Dean of the College of Letters and Sciences and Professor of Sociology at the University of California, Santa Barbara (UCSB)