

Grant Writing Workshop
14 students

- I. **(5 min)** Introductions to Lauren and the support services offered through Shapiro
- II. **(5 min)** Transition into activity: L will explain that today we will begin the process of brainstorming and thinking through the project. Because grant proposals must think through a research project from start to finish, we will do an activity today that will provide you questions you can ask yourself as you continue brainstorming and shaping your grant proposal. Today is not meant to solidify anything. Instead, it is meant to get you thinking creatively and expansively about possible topics, research questions, and approaches you might focus on in the future.
- III. Exigency and Research Questions
 - A. Thus far, the course has introduced you to a range of studies. You have identified and evaluated the different approaches and methodologies used by these scientists. With method in mind, it is time to develop your own project.
 1. **(10 min)** Group brainstorm/idea dump:
 - a) In pairs discuss the following (1) What are some of the research **topics** you've covered in class? (2) What are some of the research **questions** course materials have taken up? (3) what are some topics you've discussed but would like to learn more about?
 - (1) Have them put these up on the board when they are finished
- IV. **(25 min)** Peer Feedback Activity #1 → ****do some peer/collaborative brainstorming****
 - A. **(3 min)** Based on our list on the board, write one research idea out that you think you'd be interested in working on this semester. This should be one sentence that either identifies a research topic or a question.
 - B. **(10 min)** look at what your classmate wrote and write the next two things that come to your mind - fold and pass three times
 - C. **(10 min)** Find your original sheet of paper. Look at what you got. Debrief with class. What did you notice? Did anyone get ideas they hadn't thought of? Did anyone end up somewhere they didn't want to?
 1. Based on this, take 5 minutes to rewrite your topic and research question with more specificity. (Again, you don't have to keep the ideas from class today, but do keep in mind the process so that you can add it to your toolbox for this assignment)
- V. **(25 min)** Peer Feedback Activity #2 → this is a step that you would take as you really solidify your plan.
 - A. **(20 min)** Each person will have 3 minutes to come up with as many ideas as possible for three distinct categories that are necessary for a grant: Literature, Methods, and Impact. [Handout]. This activity will highlight the way you can brainstorm with the genre expectations of an assignment in mind. Having a topic and research question that is specific to your interests is important. So, too, is it important to make sure your topic and research question is part of a larger

conversation (literature), is illustrating your thinking around methods (the how you will do the project), and the impact of your research. Again, a grant proposal is all about convincing your audience you deserve their funding. Having a specific and clear research question is only the beginning.

1. 3 min per task to generate ideas x 2

B. **(5 min)** Find your paper with your research idea. Based on the feedback you received:

1. How might you revise your research question?
2. How might you make your topic more specific?
3. How might you make your topic's significance clearer?
4. How will you move forward in developing your grant proposal?

IV. **(5 min)** Take away from exercise: How will this information shape how you work on this project throughout the semester? **Full group discussion**