Developmental Seminar: Grant Writing
Spring 2025

DEP6059/PSY6930
W 12:50-3:50
Room 129 Psychology
Required Book: [Graduate Fellowship Writing Made Easy](#) (Rebecca Spencer).
Please bring a laptop with internet access and a plug to class every day

Instructor:
Lisa Scott, Ph.D.
lscott@ufl.edu
Office Hours: Wednesday mornings by appointment

Course Description and Objectives:

The first hour of every class will include a topic introduction by Dr. Scott, guest speaker, student presenter, panel discussion, or instructional video on topics related to grant writing followed by a discussion of topics and workshops. This course is designed for you to develop a grant writing skillset within the context of your domain of research. You will gain concise training to help you a) identify a specific problem you are ideally suited to address or solve, b) decode funding announcements and find appropriate funding opportunities, c) develop your research ideas around a problem, c) craft concise research objectives and aims, and d) prepare required grant materials with attention to detail. By the end of this class, you will have a working knowledge of funding opportunities that are relevant to you and your domain of research and will have completed several parts of a grant proposal that will be useful in the future. This course meets the requirement for the BCN grant writing requirement.

Note: This class will primarily focus on preparing an NIH F31 grant. This mechanism is not appropriate for all students but preparing an F31 will prepare all students for future grant writing. Other mechanisms (e.g., NSF GRFP) will be discussed throughout the course, but the assignments will primarily center around the NIH F31 grant proposal.

Course Timeline

Week 1 (Jan. 16th): Introduction to Grant Writing and Time Management
　　Read: Spencer Chapter 1
　　In-Class Assignment: Creating your Timeline and Setting your Goals

Week 2 (Jan 23rd): Identifying a research problem and writing specific aims/project summary
　　Read: Spencer Chapters 2-4; [Sohn, 2020](#) (Nature).

In Class Assignment: Mapping your Proposal Topic and Tools

Week 3 (Jan. 30) Specific Aims
> *Read: Spencer Chapter 5 & [Mikal, 2021](#) (Chronicle of Higher Ed).*
> *In Class Assignment: Specific Aims Reviews*

Week 4 (Feb. 6th): Student presentations of research problems
> *In Class: Presentation of Proposal Topic Due (5 mins each)*

Week 5 (Feb. 13th): Identifying a Funding Agency/Mechanism/Panel
> *Read: Spencer Chapter 6*
> *In Class Assignment: Looking up Research Funding Opportunities*

Week 6 (Feb. 20th): Research Strategy for the NIH F31 and NSF GRFP (as needed)
> *Read: Spencer Chapters 7 & 8*
> *Specific Aims Due*
> *In Class Assignment: Prep-Sign-up for NSF, NIH, Orcid, and ScienCV*

Week 7 (Feb. 27th): Biosketch (ScienCV, Orcid, NSF vs. NIH) and Responsible Conduct
> *Read: Spencer Chapter 9*
> *In Class Assignment: Outlining your Biosketch and Writing your Responsible Conduct in Research Section*

Week 8 (March 6th): Background and Goals
> *Read: Spencer Chapter 10*
> *In-class Assignment: Writing your Background and Goals section*
> *Biosketch Due*

Week 9 (March 13th): Figures and Preliminary Data
> *Read: https://b.nanes.org/figures/*
> *In-class Assignment: Prediction and Model/Design Figures, using R*
> *First Draft of Research Strategy Due*

March 20th: no class, spring break

Week 10 (March 27th): The Review Process/Panel
> *Read: [Jerrim & de Vries, 2020](#)*
> *Predictions and Model/Design Figure Due*
> *In-Class Assignment: Review Criteria & Mock Study Section*

Week 11 (April 3rd): Writing the Abstract, Resource Sharing, Facilities
> *Read Chapters 11-15; 16 & 19*
> *In-Class Assignment: Writing your Abstract, Resource Sharing, and Facilities Docs; Building your Team*

Week 12 (April 10th): Human Subjects and Vertebrate Animals
Read Chapters 17-18
In-Class Assignment: Bring example plans from your lab to present

Week 13 (April 17th): Proposal Presentations
Final Draft of Research Strategy Due April 21st by 9 am

What to expect from Dr. Scott
1) Curated content/presentation aimed at improving grant writing skills.
2) Guided time management and organization templates, skill building.
3) Assignments aimed at preparing for a grant submission.
4) High quality examples of funded grant proposal components.
5) Experience-based information about grant writing and the review process
6) Comments/Feedback on presentations and grant proposals.
7) Facilitation of class peer review/feedback for all assignments.
8) Transparency about the purpose and goals of assignments.
9) A safe and supportive learning environment.

Grades

Students taking the course for <u>3 credits</u> will receive credit for the following:

1. In-class/Group Activities	30% (60 points, 3 points each, drop lowest 2)
3. Topic Presentation	5% (10 points)
4. Specific Aims	10% (5 points draft; 15 points final version)
5. Biosketch	5% (10 points)
6. Research Strategy	30% (60 points)
7. Final Presentation	20% (40 points)
Total	100% (200 Points)

Scale Used for this Course

100%-94%	(200-188 pts)	A
93.9%-90%	(187-180 pts)	A-
89.9%-87%	(179-174 pts)	B+
86.9%-84%	(173-168 pts)	B
83.9%-80%	(167-160 pts)	B-
79.9%-70%	(159-140 pts)	C

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Course and University Policies/Resources

Attendance and Late Assignment Submissions:
Attendance for this course is required and attendance is graded. However, missing two classes will not impact your grade if you turn in the required work. For late assignments 10% of the total available points are deducted per day late. An assignment is considered 1 day late if it is turned in after the CANVAS deadline even if it is turned in before class. If a student misses more than 1 classes due to a medical or personal issue, students should contact Dr. Scott to make a plan for making up the work. All requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies.
See:UF Academic Regulations and Policies for more information regarding the University Attendance Policies

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
See: https://disability.ufl.edu/get-started/

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Technical Issues
To resolve technical problems please contact the UF Helpdesk, 352-392-4357.

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the

instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Gender Equity

Gender-based discrimination and violence are antithetical to the university's mission and values, violate university policies, and may also violate federal and state law. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Human Resources. Please keep this in mind and seek advice prior to disclosing to a mandatory reporter. For more information about UF's Title IX office see: https://titleix.ufl.edu/.

Inclusive and Anti-Racist Learning Environment.

Civility and respect for the opinions and backgrounds of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in this course. However, courteous behavior and responses are always expected. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

****This syllabus is subject to change by the instructor. Announcements of changes will be made in class and posted on Canvas. Please check CANVAS daily.**