



# Draft-Write-Repeat

## Four-Part Application Writing Workshop

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# Workshop Schedule

Day 1 (Tuesday, July 19)

- Communicating Fit

Day 2 (Thursday, July 21)

- Communicating Significance

Day 3 (M, T, W, July 25-27)

- Reviewing and Editing

Day 4 (Thursday, July 28)

- Reviewing, Revising, Planning to finish

# Workshop Guiding Principles

- The overall point is that the workshop be useful for you. You're all working on different applications with different components, so **adapt exercises to fit your specific needs.**
- You will be working together, sharing your ideas and drafts with each other. **Be kind and supportive.**
- This is the first time we've run this workshop. **We want your feedback** during and after the workshop to know how to improve it.

# Day 1 Objectives

Today we'll cover:

- How to plan a fellowship application by studying the mission, vision, and goals of the funding organization
- Articulating your fit for the award you're applying to
- How to plan and organize your application process by creating checklists based on the application components and the review criteria
- “Best practices” for tone and style when writing application materials

# Introductions

Before we begin, let's get to know one another (and perhaps dispel a little imposter syndrome...)

*Hello, my name is* \_\_\_\_\_

*And I'm an expert in* \_\_\_\_\_

*And I'm apply to* \_\_\_\_\_

# Understanding the Funder & Award

**Developing strong applications begins with studying the particular opportunity.**

- What is the funding organization? What are its missions and values?
- What is the “point” of the fellowship/award? What is its goal?
- Is it funding you, your research, or a specific activity?

# Understanding the Funder & Award

**Developing strong applications begins with studying the particular opportunity.**

- What are the application components? What supplemental documents are needed?
- What are the review criteria, and who are the reviewers? *Know your audience!*
- What sort of projects/applicants have recently won this same award?

# Understanding the Funder & Award

**Why does this matter?**

**The most well-written proposal will not be selected if it doesn't speak to the specific opportunity.**

**Funding agencies are using you and your work to forward *their* goal—you must show them that you will help them do this.**

**“Your proposal is a conversation with [the funding agency], and your research ideas should be formulated in an iterative process that eventually finds a **middle ground between what you really want to do and what will actually be funded.**”**

- Walker and Uhrh, *Funding your Research in the Humanities and Social Sciences*



# Understanding the Funder & Award

- Every application is a two-sided argument:
  1. That you fit with the goals/vision of this opportunity.
  2. That this opportunity fits with you and your goals.
- Achieving this sort of synthesis of “fit” may require you to “translate” your work into the language/expectations of the award and funding organization.
  - Emphasize aspects of your background, experiences, work/research most relevant to this opportunity.

# Planning

To keep all the information organized and clear as you study the award and plan the application, complete the **Fellowship Information Worksheet**

Fill out the worksheet in as much detail as possible. It will help you stay organized throughout the application process!

# Exercise: Communicating Fit

- Take 10 mins and jot down 5 reasons why you fit with this award. Answer: *Why me, why now, and why this award?*
- Go to small-group breakout rooms: discuss with each other why you fit with this award and what makes you a competitive applicant.
- As you talk with your group, fill out **Page 1** of the **Application Planning Worksheet**. The answers you provide here will guide your personal statement, research proposal, or other application essays.

# Planning

Use application instructions to **create a checklist** to guide your planning and drafting:

## **Example: ACLS Mellon Dissertation Fellowship, Research Statement**

**Content:** “A concise statement describing your research project is required. The narrative statement should explain, briefly but specifically, what you plan to do and why, as well as describe progress already made. Discuss the significance of this work within your specific and general fields. Please balance the description of specific work plans against an overview of your goals and the contribution this project will make to the field(s) it engages. Title your proposal in a brief, descriptive way and label sections of your narrative as appropriate to assist readers. Be sure to explain terms that might not be familiar to those outside your field or subfield.”

**Review Criteria states:** “The quality of the proposal will be reviewed with regard to its methodology, scope, theoretical framework, and grounding in the relevant scholarly literature.”

# Planning

Use application instructions to **create a checklist** to guide your planning and drafting:

## Example: ACLS Mellon Dissertation Fellowship, Research Statement

**Content:** “A concise statement describing your research project is required. The narrative statement should explain, briefly but specifically, **what you plan to do and why**, as well as **describe progress already made**. **Discuss the significance of this work within your specific and general fields**. Please balance the description of specific work plans against **an overview of your goals** and **the contribution this project will make to the field(s) it engages**. **Title your proposal in a brief, descriptive way** and **label sections of your narrative as appropriate to assist readers**. Be sure to **explain terms that might not be familiar to those outside your field or subfield.**”

**Review Criteria states:** “The quality of the proposal will be reviewed with regard to its **methodology**, **scope**, **theoretical framework**, and **grounding in the relevant scholarly literature.**”

# Planning

Use application instructions to **create a checklist** to guide your planning and drafting:

## **Have I addressed:**

- What I plan to do and why?
- Progress already made?
- My overall goals for the project and its relevance to my career?
- Significance and contribution of my work?

## **Have I included:**

- A title?
- Section headings?
- Definitions for any technical/field-specific terms?
- An overview of my methodology?
- A description of the work's scope?
- Explanations of the theoretical framework(s)?
- A discussion of the relevant literature?

# Planning

## **Think about the application holistically**

Many applications will require multiple written components as well as an application form. You want to minimize redundancy across the application components. Use redundancy for emphasis.

## **Think about cohesion across the application**

Everyone has more experiences, more qualifications, more to their story than could ever fit into one application. Be strategic about what you include, so that each experience/topic relates to the others and is relevant to the specific award.

# Tone and Style

Remember that overall, your application is a public document meant to persuade strangers. Tone and style send important messages to readers about your personality, your maturity and seriousness, and your level of preparation. Despite being called a personal statement, you don't need to feel compelled to share intimate details or to relate experiences you'd rather not share publicly.



# Tone and Style

## General “Best Practices”:

### **Avoid creative, funny, or cute approaches.**

Reviewers have seen them before, and they’re rarely as cute or funny as you think they are. This is a place to show that you can follow directions and present information clearly.

### **Avoid platitudes.**

Don’t tell the reviewers how prestigious the award is—they already know that. Don’t tell them how honored you’d be to win—submitting the application is evidence enough of your desire to win!

# Tone and Style

## General “Best Practices”:

**Keep it positive:** Keep the tone affirming of you and your experiences

Bad: “I didn’t really know what I wanted to do in undergrad, so I bounced around between majors and then settled on engineering because I had enough credits to graduate.”

Good: “I took a wide range of courses and explored many topics during my undergraduate education, which helped me hone my interests and find my home in Mechanical Engineering.”

# Tone and Style

## General “Best Practices”:

**Don't be arrogant:** It'll come off as immaturity or naivete  
Don't oversell your claims. Don't put down other applicants.  
Avoid saying your work will “revolutionize the field.” Avoid setting lofty and unattainable goals.

- If you're asking for a year of funding, don't describe ten years of work. (Of, if you're applying for a \$2,000 grant, don't describe \$20,000 worth of research.)
- Reviewers generally need to know that your project is **feasible** and that you have **measurable outcomes**.

# Tone and Style

## General “Best Practices”:

### **Be kind to your reader!**

Think about things like paragraph length, what the text looks like on the page, whether your narrative is disjointed/hard to follow. Remember, they’re reading stacks of similar documents.

### **Make it easy to find information!**

Stick to the general order in the prompt—it’s what they expect. Use strong topic sentences and consider boldfacing key points, so that readers can skim. Reviewers may want to return to your essay for a quick refresher.

# Homework:

Before Thursday's session, do these things:

- 1) Schedule your appointment with an RWC consultant (reminder, they will need your draft 24 hrs in advance of your consultation)
- 2) Create checklist of topics to address in essays based on application directions and review criteria
- 3) Read Wendy Belcher's "so what exercise" (in folder)

<b>Student Name</b>	<b>Consultant Name</b>
<b>Yael Medley</b>	Gabi
<b>Juan David Irigoyen Borunda</b>	Gabi
<b>Xiaonan Jiang</b>	Gabi
<b>Carine Grace Schermann</b>	Jackie
<b>Hera Naguib</b>	Jackie
<b>Danielle Davis</b>	Ryan
<b>Rachel Neale</b>	Ryan
<b>Denisha Campbell</b>	Ryan
<b>Katherine Reid</b>	Sam
<b>Francis Baffour-Awuah Junior</b>	Sam
<b>DOREEN ADDO YOBO</b>	Sam
<b>Jingyan Wang</b>	Tommy
<b>James Waters</b>	Tommy
<b>Ellis Oti Boateng</b>	Tommy

# Now Go Write!

With these tips/rules in mind, and with having refined your argument for fit, spending the next half hour to an hour outlining or drafting an application essay.

## **Possible prompts:**

1. How has your previous experience prepared you for this opportunity?
2. If you are motivated by a mission or values, can you draw on a particular example that illustrates how you developed that mission/value?
3. Why will this fellowship/award matter for you? What will it let you do that you may not be able to otherwise?

# Day 2: Communicating Effectively

Today we'll cover

- Tone and style for fellowship application essays
- How to effectively communicate the significance and impact of your work/research
  - Answering the “so-what question” with your reviewers in mind



# Introductions

Today's all about claiming the significance of your work/project, so let's remind each other who we are and explain our expertise

*Hello, my name is* \_\_\_\_\_

*And I'm an expert in* \_\_\_\_\_

*\*\*Because* \_\_\_\_\_

# Tone and Style

The “Three C’s” of effective writing:

**Compelling:** well-written, specific, feasible, authentic

**Clear:** keep paragraphs focused, craft strong topic sentences, define terms, reduce/avoid jargon, use strong verbs, and use passive voice sparingly

**Concise:** reduce “wordiness,” consider what level of detail readers need, don’t be a thesaurus

# Tone and Style

**Clear and concise writing means eliminating ~~any and all~~ unnecessary words**

Example:

I will conduct my research from the fall of 2022 to the spring of 2023. In that period of time I will do tasks x, y, and z. (28 words)

# Tone and Style

**Clear and concise writing means eliminating unnecessary words**

Example:

I will conduct my research from the fall of 2022 to the spring of 2023. In that period of time, I will do tasks x, y, and z. (28 words)

I will conduct my research from ~~the~~ fall ~~of~~ 2022 to ~~the~~ spring ~~of~~ 2023. In that period ~~of~~ ~~time~~, I will do tasks x, y, and z.

I will conduct my research from fall 2022 to spring 2023. During that period, I will do tasks x, y, and z. (22 words)

During my research from fall 2022 to spring 2023, I will do tasks x, y, and z. (17 words)

# Tone and Style

**“In order to” and “ways in which” are common phrases, but they add unneeded words**

Example:

I will study zooplankton **in order to** discover **the ways in which** they provide foundational biomass for the world’s oceans. (20 words)

I will study zooplankton to discover how they provide foundational biomass for the world’s oceans. (15 words)

# Tone and Style

## Common phrases that can be replaced by one word

**The reason for**  
**For the reason that** = Because  
**Due to the fact that** = Since  
**Owing to the fact that** = Why  
**In light of the fact that**  
**On the grounds that**

**As regards**  
**In reference to**  
**With regard to** = About  
**Concerning the matter of**  
**Where \_\_\_ is concerned**

**Is it crucial that**  
**It is necessary that** = Must  
**There is a need/necessity for** = Should  
**It is important that**

**Is able to**  
**Is in a position to**  
**Has the opportunity to** = Can  
**Has the capacity to** = Might  
**Has the ability to** = May  
**The possibility exists that** = Could  
**It could happen that**  
**It is possible that**  
**There is a chance that**

# Tone and Style

## Reducing unnecessary words: avoid these common redundant phrases

Evolved over time = evolved

General public = public

General consensus or consensus of opinion = consensus

Past history = history

Time period = period

Basic fundamentals = fundamentals or basics

Actual fact = fact

Absolutely certain = certain

Collaborate together = collaborate

End result = result

Final outcome = outcome/conclusion

Major breakthrough = breakthrough

Future plans = plans

New innovation = innovation

# Tone and Style

**Think about combining sentences if doing so would shorten them while keeping the meaning clear.**

Example:

I will spend the year working as an instructional fellow at the Western School for Science and Technology. The Western School is an organization that promotes science and technology education for underrepresented populations. (33 words)



# Tone and Style

**Think about combining sentences if doing so would shorten them while keeping the eyes clear and not creating a run-on sentence.**

Example:

I will spend the year working as an instructional fellow at the Western School for Science and Technology. ~~The Western School is an organization that promotes science and technology education for underrepresented populations.~~ (33 words)

I will spend a year working as an instructional fellow at the Western School for Science and Technology, and organization promoting science and technology education for underrepresented populations. (28 words)

# Tone and Style

**Avoid flowery prose; don't complexify a simple statement.**

Bad: It has come to my attention that there is a vast proliferation of undesirable vegetation surrounding the periphery of this facility. (21 words)

Ideas?

Bad: An abundant amount of pyroclastic igneous materials provides a semi-circular border around the landscape elements that contain flowering shrubs. (19 words)

Ideas?

# Tone and Style

**Avoid flowery prose; don't complexify a simple statement.**

Bad: It has come to my attention that there is a vast proliferation of undesirable vegetation surrounding the periphery of this facility. (21 words)

Good: I have noticed weeds growing around the building. (8 words)

Bad: An abundant amount of pyroclastic igneous materials provides a semi-circular border around the landscape elements that contain flowering shrubs. (19 words)

Good: Pumice provides an edging for the plantings. (7 words)

# Tone and Style

**Consider the level of detail needed to convey the point to your readers:**

Bad: I devoured my noontime meal of crisp-baked wheat-based dough; cooked, mashed chickpeas blended with tahini, lemon juice, and garlic; coagulated dairy product; and orange root vegetables. (26 words)

Better: I ate my lunch of crackers, hummus, cheese, and carrots. (10 words)

Best?: I ate lunch. (3 words)

Ask: Does it matter if readers know what elements comprised my lunch?

# Tone and Style

**Avoid passive voice (unless using it for purpose)**

**Passive: Object -> Verb -> Subject**

**Active: Subject -> Verb -> Object**

Lack of actor/subject:

**Mistakes** were made.

**Beams** were subjected to different levels of shearing force and load concentrations.

Wordiness:

**The bricks** were installed in a horizontal design by **the team of workers**. (13 words)

**Workers** installed **the bricks** in a horizontal design. (8 words)

# Tone and Style

**Use strong verbs. Avoid nominalizations.**

**Nominalizations are nouns created from verbs or adjectives. They often result in clunky phrasing and can make it difficult for readers to interpret the action of the sentence.**

We **were able** to carry out a process of data collection.

We **collected** data.

We **discovered that** result x **had an occurrence** every fifteen seconds.

Result x **occurred** every fifteen second.

We **performed an analysis** on the data.

We **analyzed** the data.

# Tone and Style

Nouns	Verbs
Intention	Intend
Intervention	Intervene
Distortion	Distort
Evolution	Evolve
Interference	Interfere
Discrimination	Discriminate
Decision	Decide
Assumption	Assume
Collection	Collect
Investigation	Investigate

## Some common nominalizations

Revision tip: search out words that end in “-ion.” Check whether they could be reworded as a verb.

“We reached the conclusion that we had too many nominalizations in the essay.”

“We concluded that we had too many nominalizations in the essay.”

# Tone and Style

## “Show, don’t tell”

I am committed to active learning environments and strive to create opportunities for my students to engage the course material. I follow Lendol Calder’s “uncoverage” model when designing my survey courses and focus on teaching discipline-specific skills rather than on covering the full temporal sweep of the survey. Over the course of the semester, students learn to analyze academic arguments and primary sources through a series of writing assignments.

Do you have any idea what this person’s teaching actually looks like?



# Tone and Style

## “Show, don’t tell”

I focus on building discipline-specific skills in my survey courses by engaging students in in-class workshops to analyze academic articles and primary sources. Typically, I structure courses so that each week progresses through a sequence of an overview lecture on Monday, a primary source workshop on Wednesday, and an article analysis on Friday. Over the course of each week, students work together to synthesize the lecture, article, and primary source for a short reflection paper due each Monday before class. The final paper for the course asks students to further synthesize four of their reflection papers (along with four articles and four primary sources) to answer one of the course’s five big questions.

**This paragraph *shows* readers what it looks like in this person’s classroom.**

# Tone and Style

## **Define your terms, then be consistent with them**

If you're writing about "ecological restoration of a coastal wetlands," you're going to write those words a lot. Don't fall into the trap of thinking you need to vary your terms to keep it interesting—you'll only confuse readers.

So, if you use "ecological restoration," don't switch to saying "rewilding" or "landscape renewal."

If you're using "coastal wetlands," don't start saying "marshland" or "intertidal zone."

# Tone and Style

Writing to both a specialized and a more general audience can make it tricky to decide whether to use technical terms/jargon. You want to seem “in” with the experts but still accessible to the non-experts.

In general, avoid using technical terms in topic sentences. If you must include them, consider phrasing that makes **the term** an aside:

*“Modulating the frequency of sine waves to produce new timbres, or **FM synthesis**, became popular in the 1980s.”*

# Communicating Significance and Impact

“When I read a proposal, I want to know **immediately** that the person is analytical. I don’t want her to **hide behind a vocabulary that is meaningful only in a small subfield**. I want to see that she is really able to **explain what the problem is, to probe where the topic fits with other scholarship**....I want applicants to convince me this is really significant, and to do so **in language that is not limited** to where their discipline is right now.”

- Elizabeth Cohen, Dean, Radcliffe Institute (quoted in Raphael B. Folsom, *How to Get Grant Money in the Humanities and Social Sciences*).

# Communicating Significance and Impact

Your claim to significance/impact should

- Indicate how your work connects to and departs from previous work/practice in your field
- Explain significance in broader context for non-specialist audience
- Quickly answer the question, “With this work, we will be able to answer X, do Y, or better understand Z.”

# Communicating Significance and Impact

Your claim to significance/impact should be tailored to the audience/review criteria for the award you're applying to

- Different audiences will care about different aspects of your work.
- Some review processes include multiple rounds that move from field-specific reviewers to a broader set of reviewers: you may need to make a multi-tiered claim, where you address both the specific and broad significance.

# Communicating Significance and Impact

Your claim to significance should:

- Avoid jargon/technical terms
- Use metaphors/similes to relate difficult concepts (if needed)
- Use familiar examples to build common ground
- Focus on the most universal elements of your work
- Relate what is most intriguing about your work

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# Example 1

The focus of my research is understanding what processes maintain high levels of genetic variation in nature. From the remarkable song repertoire of the northern mockingbird to the elaborate coat colors of domesticated cats, evolutionary biologists have long been fascinated, but perplexed, by the diversity of life. We find diversity puzzling because natural selection should reduce diversity by selecting for uniform traits that enhance the survival and reproduction of individuals, yet we see many instances of incredible trait variation. Understanding how this diversity persists has fundamental implications for conservation management, which requires the restoration and maintenance of biodiversity, especially of small, isolated populations experiencing the negative effects of inbreeding and climate change; my work has direct applications for what methods of conservation we can use to save species on the brink of extinction.

# Example 2

Two areas of investigation are currently of great interest to developmental biologists. The first being vertebrate early embryonic specification and patterning of the kidney and the second being the ability of various stem cells to obtain broad developmental potentials. Combining these two areas of interest, one would be able to ask two important questions: What types of stem cells have the potential to give rise to kidney and are there any stem cells that occur normally in the fully developed or adult kidney? The importance of pursuing these questions is to gain an understanding of the basic biology of kidney formation, from the first inductive events to the end point of tissue development. The questions are also important for exploring the potential use of stem cells (whether derived from kidney or induced to form kidney from other types of stem cells), for example, to repair damaged kidney tissue, either through transplantation or activation of endogenous cells to provide self-repair (Gage). In the long-term, an understanding of both these topics will have positive medical applications with respect to treating damaged kidneys or kidney disorders and will have advanced the current understanding of kidney development and stem cell differentiation.

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# Example 3

While the establishment of the museum institution in Meiji Japan (1868-1912) has largely been understood as part of the mass implementation of Western culture and concepts, the idea of the museum as an instrument for the re-evaluation and re-presentation of Japan's own traditional arts has yet to be explored. My study, which will focus on the network of three Imperial Museums, installed in the cities of Tokyo, Nara, and Kyoto, respectively, centers on the premise that the museum of late nineteenth-century Japan forged its own direction in the adaptation of the Western museum typology; it distinguished itself from its foreign model as well as the nation's extant artistic practices, and acted as an essential force behind the creation of a newly defined national aesthetic that was being mobilized for Japan's self representation in the international arena. By examining the original documents, set of objects, and architectural designs that led to the physical and conceptual generation of the Imperial Museums, I hope to provoke a rethinking of the Japanese government's pioneering effort at defining a uniquely "Japanese" art.

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# Example 4

I am applying for a Fulbright to Spain in order to conduct research for my doctoral dissertation on Andalusian popular religion in the 1800s, a century of belief and practice virtually untouched by scholars. Although a good deal of research has been done on the institutional history of the Spanish Catholic Church in the nineteenth century, the history of popular belief in that period remains largely unexamined. This lack is only emphasized by the excellent analyses that exist for the early-modern era and the twentieth century. As these works have demonstrated, the study of popular religion can offer important insights into how “average” people conceived of, and attempted to influence, the world around them. By focusing on the nineteenth century, an era in which traditional beliefs collided with new ideas introduced by the Enlightenment, industrialization, and other forces of modernization, my study will help explain how the rural population of Andalusia made sense of the rapid changes occurring around it...Indeed, preliminary archival research I conducted this past summer has convinced me that nineteenth-century popular religion effectively articulated collective concerns, both old and new.

# Example 4

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# Communicating Significance and Impact

Let's get to work! Take the next 10 or so minutes to collect your thoughts and write a paragraph explaining your research/work.

- Why is it significant?
- What is the broader impact?
- Who should care (generally) and why should this specific review audience care?



# Communicating Significance and Impact

- Go to small-group breakout rooms: work through Wendy Belcher's "So-What Exercise."
- As you guide each other through communicating the significance and impact of your work/research, fill out Page 2 of the Application Planning Worksheet.

# Homework

- Next week, on Monday, Tuesday, or Wednesday, you will **meet with a consultant** from the Reading-Writing Center to review an essay draft.
- Between now and then, take what you've worked on so far (why you fit with your award + the significance/impact of your work) and **draft 250-500 words** of an application essay.
- Keep the tone/style in mind!

# Now Go Write

For those who have research proposals, take your claim for significance and think about the different ways of framing it: around the literature, around the applications, around the methodologies or approaches you will use, etc. Expand your claim through drafting or outlining.

For those who don't have a research proposal, focus on integrating your fit (from Tuesday) with your significance into a draft/outline of a personal statement or whatever other application essay makes sense.

# Day 4: Revising & Finalizing

Today we'll cover:

- Peer Review of Essay Drafts
- Thinking through and organizing supplemental materials, including Letters of Recommendation
- Strategies to review and revise application materials
- Developing a plan and schedule to complete and submit your application

# Introductions

(Remember, you are more than your work, and feedback on your work isn't about *you*.)

*Hello, my name is \_\_\_\_\_*

*And I'm an expert in \_\_\_\_\_\**

*\*This time, say something that's a personal interest, hobby, etc.*

# Peer Review Exercise

For this exercise, you'll work in pairs to review each other's drafts. This exercise is your chance to practice being a reviewer!

- Be critical but supportive; be kind!
- Point out areas where you, as a reader, got confused or wanted to know more
- Think back to the “best practices” for tone, style, and effective writing
- Help your partner think of where to go next

# Letters of Recommendation

Letters of Recommendation play an important role in the review process and should not be left to the last minute!

Who are you asking to write your letters?

Be strategic and be direct!

# Letters of Recommendation

- Think about diversity among your letter writers.
- Different writers can discuss different capabilities/strengths/experiences.
- Having 3 letters that all discuss you in a class setting may be less effective than 1 letter about seminar setting, 1 letter about teaching experience, and 1 letter about research.



# Letters of Recommendation

- Ask your potential writers if they can write a “strong recommendation.”
- Provide reviewers with information about the fellowship and give them your essay drafts
- It’s OK to give reviewers some direction: “I’m asking you to write this letter because you supervised my work at the writing center and can discuss my abilities as a mentor.”

# Letters of Recommendation

- Take a few minutes to think about who you want to ask to write letters for this application/award.
- For each potential recommender, answer why you want them as a letter writer.
  - What aspects of you/your work can they address?
  - How do you hope that writer will complement your application essays.
  - What aspects of the review criteria do you hope they will support/speak to in their letter?
- Do you have diversity across your recommenders?

# Reviewing and Revising

Revising is part of writing. Most successful fellowship applications go through **six to ten drafts** before submission.

You should **share your drafts** with colleagues, advisors, OGFA, RWC, etc.

You can also develop strategies to enhance your own ability to review and revise.

# Reviewing and Revising

Ideas for reviewing:

- Reverse outlining and comparing to your checklist/**proportional outline**
- Print out/switch screens
- Read out loud
- Pull out key sentences and review them individually

# Reviewing and Revising

## Checklist for review

- Does each paragraph have a point/focus?
- Is each sentence *doing something*?
- Have I varied my sentence structure?
- Does it look OK on the page?
- Have I avoided jargon and defined my terms?
- Have I removed “throat clearing language” (“I think,” “I believe,” “With respect to,” etc.)
- Have I minimized passive voice?
- Do I have strong verbs?
- Have I emphasized key points?
- Is there too much repetition across application components?
- Could my grandmother/father, etc. read this and understand it?
- Would my advisor think it represents my work well?

# A Plan to Finish

- Assemble your team: who else can you ask to read drafts? Who will support your application overall? (Grant writing is a team activity!)
- Work backward from the submission date to create a schedule with action items
  - Make sure you schedule Letters of Rec and any other supplemental materials
- Build in time to draft, revise, and repeat (and repeat, and repeat, and repeat...)

# Alternate Plans?

- As you're putting all this work into articulating your goals and the significance of your research and work, consider what other awards you may be eligible for.
- If you don't win this one, how else can you achieve the same (or similar) goals?
- What would it take to tailor your documents to fit other opportunities?

# Final Exercise

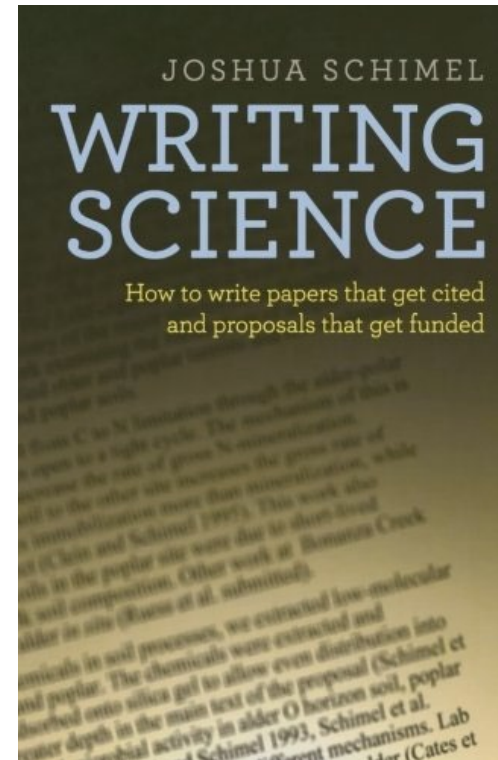
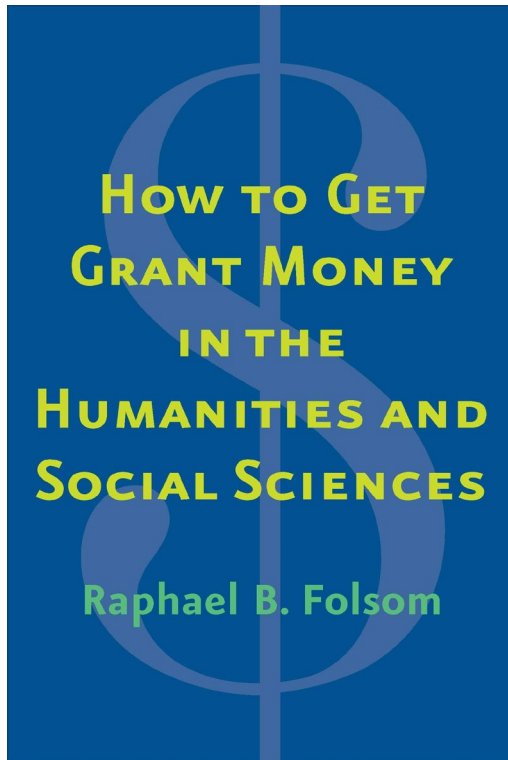
- Return to the planning document you submitted before the workshop and update it based on the work you've done in the last two weeks.
- As much as possible, build a schedule for the application process, including plenty of time for drafting and revising.



# Ongoing Support

- We at OGFA would love to keep working with you! Use our [Let's Meet page](#) to submit a meeting request and indicate your availability.
- The RWC is closed for the next few weeks but will **reopen for the Fall on August 29**. You can make appointments with any consultant!
- We encourage you to have your faculty advisor(s), friends, colleagues, and others review your documents, too!

# Resources:



# Credits / Resources

John A. Dutton, *Writing Personal Statements Online*: <https://www.e-education.psu.edu/writingpersonalstatementsonline/>

<https://writingcenter.uagc.edu/writing-clearly-concisely>

<https://writingcenter.unc.edu/tips-and-tools/conciseness-handout/>

<https://writingcenter.unc.edu/tips-and-tools/style/>

<https://writingcenter.gmu.edu/guides/writing-concisely>

<https://writingcenter.gmu.edu/guides/advice-for-writing-personal-statements>

<https://writing.wisc.edu/handbook/assignments/grants-2/>

<https://gwc.gsrc.ucla.edu/workshop-videos/grant-hum-soc-sci>

<https://gwc.gsrc.ucla.edu/resources/writing-fellowship-and-grant-proposals>

Ford Predoctoral Fellowship materials: <https://www.heidiwaite.com/post/ford-foundation-predoctoral-fellowship>



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