Grant writing can be challenging and daunting for graduate students and faculty alike. This workshop is the first in a two-part series that will discuss how to approach grant writing, what to include in personal and research statements, and what reviewers are looking for when deciding who to fund. While this workshop specifically targets NSF grants, much of the information is applicable to all forms of grant writing. This workshop is especially recommended for graduate students at the beginning of their program as they apply for the NSF Graduate Research Fellowship.

Instructors:

Brenda Rinard earned her PhD in Education from UC Davis, her MA in Rhetoric and Composition from San Francisco State University, and her BA in English from UC Berkeley. She teaches courses in advanced composition, writing in elementary and secondary education, legal writing, and a graduate seminar on writing a research article in the social sciences and humanities. Her professional interests include genre-based writing pedagogy, multilingual writing, qualitative research methods, and writing across the curriculum. Brenda is currently the director of the UWP’s Writing across the Curriculum Program.

Julia Singleton is a third-year PhD student in the Human Development Graduate Group. She received B.A.s in Psychology and Liberal Studies (Elementary Education) from Loyola Marymount University, and a M.S. in Child Development from UC Davis. Her master’s thesis examined the factor structure of a mindset, a self-belief about how malleable one’s abilities are. Julia’s dissertation extends this research to understand the role of people’s beliefs about their abilities in different domains (e.g., math) and how this relates to other aspects of their life (e.g., self-esteem). Julia loves mentoring and teaching students from young children to adults.

Sponsored by the University Writing Program: Writing Across the Curriculum Program and

GradPathways