



School of Nursing | Camden

**Fall 2024**

**Course:** **56:792:606 Writing for Grants and Publications**

**Credits:** **2**

**Faculty:** **Nancy Pontes, PhD, RN, FNP-C, DRCC, FNAP, FAAN**  
Associate Professor  
School of Nursing – Camden  
530 Federal Street, Office 445  
Camden, NJ 08102  
Email: [nancy.pontes@rutgers.edu](mailto:nancy.pontes@rutgers.edu)  
856-889-9372 – Call or text for urgent issues  
**Office Hours:** By appointment Wednesdays 11 to 1 or TBD by ZOOM

**Course Schedule:** Wednesdays 2:30 pm to 4:20 pm

**Location:** Armitage Room 221

**Prerequisites:** None

**Co-requisites:** None

### **Course Description:**

In this course, students will learn about writing grants and manuscripts for publication. Through in-class exercises, presentations, and assignments, students will have an opportunity to practice and strengthen necessary skills, including effective communication strategies.

### **Course Objectives:**

Upon completion of this course, the student will be able to:

- 1) Succinctly communicate scholarly writing with a diverse audience.
- 2) Identify steps in the successful dissemination of scholarly writing.
- 3) Compare and contrast various government and foundation grants.
- 4) Explore compelling research topics with funding potential
- 5) Describe fundamentals of successful research grants: AIMS, Research Strategy, Budget, Timeline, Cover letter, institutional letters of support, and Biosketch
- 6) Discuss the lifecycle of grants through the pre-and post-implementation phases

## Student Learning Outcomes:

Upon completion of the course, the student will be able to:

- 1) Explore possible research journals that fit their research topic and audience
- 2) Develop a winning title for a compelling and understudied topic
- 3) Write a high-impact *Specific Aims* page
- 4) Write a scholarly *Research Strategy (Significance, Innovation, and Approach)*
- 5) Create a successful budget, logic model, cover letter and bio sketch

## Required Textbooks:

Chasan-Taber, L. (2017). *Writing Dissertation and Grant Proposals: Epidemiology, Preventive Medicine and...Biostatistics* (1st edition). CRC Press. **Available Free Online through Rutgers Library: [ProQuest eBook Central - Book Details \(rutgers.edu\)](#)**

This course also includes the use of frequent and multiple electronic resources and programs.

## Recommended Textbooks:

American Psychological Association. (7th ed.). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.  
Locke, L.F., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals* (6<sup>th</sup> Edition).

## Required Readings:

Kelly, J., Sadeghieh, T., & Adeli, K. (2014). Peer review in scientific publications: benefits, critiques, & a survival guide. *EJIFCC*, 25(3), 227–243.

Goldstein, A. M., Balaji, S., Ghaferi, A. A., Gosain, A., Maggard-Gibbons, M., Zuckerbraun, B., & Keswani, S. G. (2021). An algorithmic approach to an impactful specific aims page. *Surgery*, 169(4), 816–820. <https://doi.org/10.1016/j.surg.2020.06.014>

Nicoll, L. H. (2017). *ms: manuscript success: A Systematic Approach to Publishing in the Professional Nursing Literature* (10th Revision). Portland, ME: Bristlecone Pine Press  
Available by Kindle: [amazon.com/Manuscript-Success-Leslie-H-Nicoll-ebook/dp/B0071MARD0/ref=sr\\_1\\_1?crid=1R5MLUNIP1F3V&dib=eyJ2IjoiMSJ9.4NUmTmfyJcZqMyoePK5sIA.brjrWdtG8hNANsmO\\_i0AL6b\\_ZPAhYXUlmhAwPPChlXk&dib\\_tag=se&keywords=leslie+nicoll+ms%3A+manuscript+success&qid=1725280791&s=books&sprefix=leslie+nicoll+ms+manuscript+success+%2Cstripbooks%2C96&sr=1-1](https://www.amazon.com/Manuscript-Success-Leslie-H-Nicoll-ebook/dp/B0071MARD0/ref=sr_1_1?crid=1R5MLUNIP1F3V&dib=eyJ2IjoiMSJ9.4NUmTmfyJcZqMyoePK5sIA.brjrWdtG8hNANsmO_i0AL6b_ZPAhYXUlmhAwPPChlXk&dib_tag=se&keywords=leslie+nicoll+ms%3A+manuscript+success&qid=1725280791&s=books&sprefix=leslie+nicoll+ms+manuscript+success+%2Cstripbooks%2C96&sr=1-1)

Smith, J.D., Li, D.H. & Rafferty, M.R. (2020) The Implementation Research Logic Model: a method for planning, executing, reporting, and synthesizing implementation projects. *Implementation Sci* 15(84). <https://doi.org/10.1186/s13012-020-01041-8>

NP/August 2024

Additional required readings are available on the Canvas course webpage and will be posted/updated at least one week in advance.

### **Additional Resources:**

How to Structure the “Approach” Section of a Grant Application by David Elashoff, PhD

[https://www.youtube.com/watch?v=6DzdkaVs\\_VY](https://www.youtube.com/watch?v=6DzdkaVs_VY)

NCBI to set up My Bibliography and ORCID accounts:

[https://account.ncbi.nlm.nih.gov/?back\\_url=https%3A%2F%2Fwww.ncbi.nlm.nih.gov%2Fmyncbi%2F](https://account.ncbi.nlm.nih.gov/?back_url=https%3A%2F%2Fwww.ncbi.nlm.nih.gov%2Fmyncbi%2F)

NIH- How to Apply <https://grants.nih.gov/grants/how-to-apply-application-guide.html>

NIH Grant Basics and Need-to-Know Resources:

<https://www.youtube.com/watch?v=YWSB4Mjsk2M>

Finding a Grant: “Matchmaker Tool” <https://reporter.nih.gov/>

Jennings, M. K., Herbell, K., Ali, M., Ali, C. N., Williams, K., Mechling, B., Ngosa Mumba, M., Paun, O., & Willis, D. G. (2024). Lessons From the Field: Strategies for Success in Obtaining Grant Funding. *Journal of the American Psychiatric Nurses Association*, 30(3), 677–682. <https://doi.org/10.1177/10783903221124158>

### **Grading:**

- A: 90-100 points
- B+: 85-89 points
- B: 80-84 points
- C+: 75-79 points
- C: 70-74 points
- F: Less than 70 points (“D” is not a grade in the graduate program)

### **Evaluation Criteria:**

Evaluation Methods	% Of Grade
<b>Class Attendance and Participation</b>	<b>5</b>
<b>Journal Selection Process</b> <ul style="list-style-type: none"><li>• <b>Precis’ 0%</b></li><li>• <b>Due Diligence Worksheet 5%</b></li><li>• <b>MMO Template Worksheet 5%</b></li></ul>	<b>10</b>
<b>Discussion Boards (5 points each)</b> <ul style="list-style-type: none"><li>• <b>Compelling topic and title</b></li><li>• <b>High impact SPECIFIC AIMS</b></li></ul>	<b>40</b>

<ul style="list-style-type: none"> <li>• Scholarly RESEARCH STRATEGY (Significance section)</li> <li>• Winning RESEARCH STRATEGY (Innovation section)</li> <li>• Scored RESEARCH STRATEGY (Approach section)</li> <li>• Successful Budget</li> <li>• Guiding Logic Model</li> <li>• Dynamic BIO/Cover Letter</li> </ul>	
<b>Grant Application Proposal</b>	<b>35</b>
<b>Final Presentation</b>	<b>10</b>
<b>Total</b>	<b>100</b>

## Course Assignments with Rationales:

### 1. Class Attendance and Participation

This course is designed to promote engagement in learning the course material and active participation during class and on the Discussion Board assignments. If you must miss class, please inform me prior to class—if you miss more than 1 class, you will lose points from your grade. Class attendance and participation will account for 5% of your overall grade.

### 2. Journal Selection Process

#### Précis

- Begin with the title for your manuscript.
- Write a one sentence teaser that describes your topic **concisely**.
- Write a 250-word summary (précis) that describes your topic **precisely**. This is not an abstract. Write succinctly what your article will be about. Remember that every story has a beginning, middle, and an end. Your précis should include these same elements:
  - Introduction and overview: the topic and how you are going to make this new, compelling, interesting—interesting enough to catch the eye of an editor.
  - Body: the main focus of the paper, including innovations, new information, or research findings that will be presented.
  - Conclusion: how you will wrap up the paper, including how readers can use this information in their practice and professional work.

#### Due Diligence

Several of you are working toward submission of a scholarly manuscript for publication. No matter what stage you are in the writing process, it is important to plan for your target journal. We will be discussing this in class. You should also read pages 11-20 of the Nicoll's, ms: manuscript success as a guide for this assignment. Complete the *Due Diligence* worksheet. You can review the posted example from Canvas™.

By the end of the assignment, you should be able to:

- o Identify your number one target journal for submitting a scholarly article.
- o Articulate the rationale for why you selected this journal;
- o Describe specific requirements for manuscript preparation for your selected journal
- o Have an identified a second and third choice in the event you need to revise and resubmit your manuscript somewhere else.

## **MMO Worksheet**

After completing the Due Diligence assignment, choose a template article from the journal selected as your first choice. Use the *MMO: Analysis and Outline Worksheet* to complete the analysis of your template article as described in this section. You can review the posted example from Canvas™.

The ideal template article should meet these three criteria:

- o Be published in your number one target journal (the one identified in Journal Due Diligence assignment);
- o Use a similar method to what you are using or plan to use
- o Be on a similar topic of your plan for the dissertation or other desired publication.

Upon completion of this exercise, you should be able to:

- o Understand the structure of your template article;
- o Describe how the template article was put together;
- o Discuss how your template will help you to structure your own article.

*Copied with permission from Nicoll, L. (2018)*

Nicoll, L. H. (2017). *ms: manuscript success: A Systematic Approach to Publishing in the Professional Nursing Literature (10th Revision)*. Portland, ME: Bristlecone Pine Press

### **3. Discussion Boards (40 Points):**

Most weeks, a discussion board assignment (DB) will be posted in the CANVAS shell. Each assignment is designed to build a grant proposal application that will together be compiled into a final edited version to be turned in the end of the course. The assignment details will be posted in the CANVAS shell. Some will be open to other students' review and comments, and some will be private. Below is a list of these discussion board assignments:

- **Compelling Topic and Title**
- **High impact SPECIFIC AIMS**
- **Scholarly RESEARCH STRATEGY (Significance section)**
- **Winning RESEARCH STRATEGY (Innovation section)**
- **Scored RESEARCH STRATEGY (Approach section)**
- **Successful Budget & Timeline**

- **Guiding Logic Model**
- **Dynamic BIO/Cover Letter**

#### **4. Grant Application Proposal (35 Points):**

The goal for this project is to have you apply the knowledge and skills you have learning in this course and other courses within the doctoral program by writing a grant application proposal. This grant application assignment focuses upon Federal NIH grant formats because they can be applied to many other types of grants. You will develop a grant proposal for a study that addresses a specific question that interests you and is underexplored but compelling for granting agencies.

The grant sections will be written throughout the semester and submitted to the Canvas™ Discussion Board section (see above). The final paper will encompass all sections of the grant proposal that were earlier submitted to the Discussion Board section. This will allow time for you all to review the original submission and revise as needed for the final proposal which is due no later than 12/11.

#### **5. Class Presentation**

To enhance your oral communication skills, you will develop a 6–8-minute presentation on your grant proposal. During your presentation, please include all sections of the grant proposal: Title, Specific Aims, Research Strategy (Significance, Innovation, and Approach). In addition, include the Cover Letter, BioSketch, Logic Model, Budget, and Timeline. More details will be provided in CANVAS.

### **Course Policies**

I am looking forward to facilitating your learning about scholarly writing and grant proposals. Please feel free to contact me at any time you have a question or would like to meet with me. This course is designed to be practical, and a building block for your coursework and future career. If you experience any difficulty in this course, please email me or contact me to schedule a time to talk. Please do not wait until the end of the semester to talk with me! The policies for this course are designed to facilitate your success and enrich your learning experience.

- Canvas™ Online Learning Management System: All the materials you will need for the course will be organized by modules on the Canvas course webpage. Please make sure your notifications are turned on and review it at least every two or three days.
- Course communication:
  - **Announcements:** Announcements will be posted on Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and/or will be sent to you directly from Canvas via your preferred method of contact. Please make sure the “announcements” feature is activated in Canvas (under “course notifications”) and be

certain to check them regularly, as they will contain important information about the course.

- **Email:** You may contact me by email. **Please use your Rutgers email to contact me, as emails from non-Rutgers' accounts are sometimes filtered as spam.** Please do not submit your assignments via email. If you email me and do not receive a response within 48 hours during the work week, please resend an email as yours may have been missed or sent to spam. Please note that I may not respond to emails after 9pm, on weekends, during holidays, or during university breaks.
- **Office hours:** I am available to meet in person, by phone, or via Zoom. Please email us for an appointment.
- **Missed class/assignments:** Please contact me as soon as possible if you experience an event that affects your ability to attend class or complete an assignment on time. In general, your late assignment will have 3 points deducted per day late. Please note that many of your assignments involve a peer review component, and turning in assignments late adversely affect your classmates). Valid reasons for missing class include serious/highly contagious illnesses, deaths in the family, academic interviews (e.g., doctoral programs), and conference presentations; valid reasons for not being able to complete an assignment on time are determined on a case-by-case basis. There is limited flexibility in rescheduling presentations.
- **Inclusive Class Environment:** Rutgers University–Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space, and a community in which students respect academic integrity and the integrity of your own and others' work. *My goal is for all of us to exude a compassionate presence in the classroom, and to be inclusive and respectful of others in all circumstances. My hope is that we will have wonderful, invigorating discussions together that will build our knowledge and understanding of the topic and create some amazing connections together.*
- **Academic Integrity:** As a student at the University, you are expected to adhere to the [ACADEMIC INTEGRITY POLICY](#). Academic integrity is critical to the success of our students and the community and is everyone's responsibility to take their education seriously and follow the requirements to ensure that you are doing your own work and following the guidelines of the course, professor, and program. Academic dishonesty includes (but is not limited to): cheating, plagiarism, aiding others in committing a violation or fabrication, using another person's ideas or words without attribution, reusing previous, re-using another assignment, unauthorized collaboration, and sabotaging another student's work. Academic dishonesty also includes using artificial intelligence (AI) to complete a majority of your work (e.g., ChatBot).
- **Code of Conduct:** You are also expected to adhere to the [Student Code of Conduct](#). The conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student

is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.” Please be aware of in-classroom and out-of-classroom expectations by making yourself familiar with and by following the Student Code of Conduct. For this class, please be courteous to others and arrive to class on time, stay the entire time, and do not use electronic devices during class unless you are asked to. *If you engage in any disruptive, offensive, or disrespectful behaviors, you may be asked to leave class and will lose points from your attendance grade.*

- **Office of Disability Services (ODS)- Students with Disabilities:** If you need academic support for your courses, accommodations can be provided once you share a Letter of Accommodation issued by the Office of Disability Services (ODS) that specifies your accommodations indicated. If you have already registered with ODS and have your Letter of Accommodation, please share this with me the first week of the course. If you have not registered with ODS and you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please visit the [ODS website](#), [email](#), or call [\(856\) 225-6954](#). *Please Note:* Accommodations will be provided only for students with a Letter of Accommodation from ODS. Accommodation Letters only provide information about the accommodation, not about the disability or diagnosis.
- **Dropping the course/incompletes:** The last date to drop this course *without* a W grade is **Thursday, September 12<sup>th</sup>**; the last date to drop *with* a W grade is **Monday, November 11**. (Please note that this is a required course that graduate students must take to fulfill the requirements of their degree.) Please consult the academic calendar for additional dates related to dropping the course without tuition penalties. Incompletes will not be given in this course except under extremely rare circumstances that require documentation and adherence to university policies.
- **Additional resources:** Please see the Canvas page for additional resources available (under the “Syllabus, Assignments, and Resources” module)



WEEK	DATE	TOPIC	ASSIGNMENTS – <b>DUE THE END OF THE WEEK</b>
1	9/4/24 Wednesday Room 221	<b>Introduction to the course</b> <b>Introduction to scholarly writing &amp; publication</b> <b>Due Diligence: Writing with the End in Sight</b>	<b>Read:</b> Chasen-Taber Ch. 1, Top 10 Tips for successful Proposal Writing” & Nicoll, L. H. (2017)  <b>Due: Precis</b>
2	9/11/24 Wednesday Room 221	<b>Review Due Diligence assignment</b> <b>Fundamentals of grants and grant writing</b> <b>Writing a Compelling Title and Topic</b>	<b>Read:</b> Chasen-Taber Ch. 15, “Abstracts and Titles” & Ch. 17, “Choosing the Right Funding Source” <b>Watch:</b> NIH Grant Basics and Need-to-Know Resources: <a href="https://www.youtube.com/watch?v=YWSB4Mjsk2M">https://www.youtube.com/watch?v=YWSB4Mjsk2M</a> <b>Review:</b> Matchmaker Tool <a href="https://reporter.nih.gov/">https://reporter.nih.gov/</a>  <b>Due: Due Diligence</b>
3	9/18/24 Wednesday Room 221	<b>Writing a high Impact Specific Aims Page</b> <b>Tips on successful grant writing</b>  GUEST PRESENTER: Maria Solesio, PhD (Associate Professor, Department of Biology, RUC) ( <i>Dr. Pontes – THE University Impact Forum</i> )	<b>Read:</b> Chasen-Taber Ch. 6, “Specific Aims”; Goldstein et al., 2021.  <b>Due: MMO</b>
4	9/25/24 Wednesday Room 221	<b>The Peer Review process – Tips and things to consider.</b>  GUEST PRESENTER: Kristin August, PhD, Professor, Departments of Psychology and Health Sciences Director, Graduate Program in Prevention Science ( <i>Dr. Pontes - IDEAS Grant Symposium</i> )	<b>Read:</b> Chasen-Taber Ch.19, “Review Process.” & Kelly et al. (2014). <b>Review:</b> NIH- How to Apply <a href="https://grants.nih.gov/grants/how-to-apply-application-guide.html">https://grants.nih.gov/grants/how-to-apply-application-guide.html</a>  <b>Due: DB – Topic and Title</b>
5	10/2/24 Wednesday Rm 221	<b>Scientific writing tips</b> <b>Review of Progress on Specific Aims Section</b>  GUEST PRESENTER: Sonia Krutzke, MA , MRS (School of Nursing, RUC)	<b>Read:</b> Chasen-Taber Ch. 4, “Lit Review Process” & Chasen-Taber Ch. 5, “Scientific Writing.”  <b>Due: DB - Specific AIMS</b>
6	10/9/24 Wednesday Room 221	<b>Writing a Scholarly RESEARCH STRATEGY: Significance section</b>	<b>Read:</b> Chasen-Taber Ch. 7, “Background and Significance”  <b>Review:</b> Demystifying your Significance & Innovations Sections <a href="https://www.youtube.com/watch?v=1nrLauKP1Xc">https://www.youtube.com/watch?v=1nrLauKP1Xc</a>  <b>Due: DB -Significance Section</b>
7	10/16/24 Wednesday Room 221	<b>Writing a Winning RESEARCH STRATEGY: Innovation section</b> <b>The Logic Model as Your Guiding Light</b>	<b>Read:</b> Smith et al., 2020,  <b>Due: Logic Model (In class)</b>

			<b>DB - Innovation Section</b>
8	10/23/24 Wednesday <b>Room 221</b>	<b>Successful Budget and Timeline</b> <b>Building a trajectory in scholarship</b>  GUEST PRESENTERS: Marie O'Toole, EdD, RN, FAAN Senior Associate Dean, Faculty and Academic Affairs and Professor: Lynsey Reyes, Grant Facilitator	<b>Due: DB – Budget and Timeline</b>
9	10/30/24 Wednesday <b>Room 221</b>	<b>Role of a university research office</b> <b>Life cycle of a grant</b>  GUEST PRESENTER: Tom Risch, PhD., Vice Chancellor of Research, RUC	Read: Chasen-Taber Ch. 16, “Presenting Proposal orally”
10	11/06/24 Wednesday <b>Room 221</b>	<b>Writing a High Scored RESEARCH STRATEGY:</b> <b>Approach section</b> <i>Student Presentations</i>	<b>Review:</b> How to Structure the “Approach” Section of a Grant Application by David Elashoff, PhD <a href="https://www.youtube.com/watch?v=6DzdkaVs_VY">https://www.youtube.com/watch?v=6DzdkaVs_VY</a>  <b>Website:</b> Get NCBI, My Bibliography, ORCID accounts <a href="https://account.ncbi.nlm.nih.gov/?back_url=https%3A%2F%2Fwww.ncbi.nlm.nih.gov%2Fmyncbi%2F">https://account.ncbi.nlm.nih.gov/?back_url=https%3A%2F%2Fwww.ncbi.nlm.nih.gov%2Fmyncbi%2F</a>  <b>No Assignments</b>
11	11/13/24 Wednesday <b>Room 221</b>	<b>Post-Award management</b> <i>Student Presentations</i>  GUEST PRESENTER: Mary Wunnenberg, EdD, RN, CNE Clinical Associate Professor, School of Nursing, RUC	<b>Due: DB - Approach Section</b>
12	11/20/24 Wednesday <b>Room 221</b>	<b>Dynamic BIO, Cover Letter, and Institutional letters</b> <b>Submission of the Grant</b> <i>Student Presentations</i>	Prep: Chasen-Taber Ch. 18, “Submission of the Grant Proposal”  <b>DB: Biosketch/Coverletter 12/3</b>
13	<b>Enjoy Thanksgiving break – No Wednesday Class this week</b>		
14	12/4/24 Wednesday <b>Room 221</b>	<b>Mentorship</b> <i>Student Presentations</i>  GUEST PRESENTER: Donna Nickitas, PhD, RN, NEA-BC, CNE, FNAP, FAAN; Dean, RUC, School of Nursing	No Assignments
15	12/11/24 Wednesday <b>Asynchronous</b>	Asynchronous week to finalize Paper	<b>Due: Final paper (12/11)</b>