

CSUS 433
GRANTWRITING & FUND DEVELOPMENT – Tier 2 Writing (W)
Course Syllabus
Spring 2015
Monday and Wednesday, 3:00 – 4:20 PM
223 Natural Resources

Instructor

Rick Foster, Professor
308 Natural Resources
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Dr. Foster's Office Hours: Monday 1:30 PM – 3:00 PM, Wednesday 1:30 PM – 3:00 PM (308 Natural Resources), or by appointment.

COURSE DESCRIPTION: Course will provide a theoretical and practical background in the areas of proposal writing, strategic planning, fund raising and communications. Special emphasis will be given to topics of social science and business techniques used to approach prospective grantors. In addition, aspects of fund development work in a variety of organizational environments, including non-profit, universities, government, and business, will be learned.

Learning Outcomes

Students will be able to:

- Assess a RFA/RFP to ascertain the granting agency's ethos and funding priorities
- Identify and locate funding opportunities from a variety of foundations and federal agencies.
- Evaluate a grant proposal in response to a RFA and evaluate its strengths and weaknesses and potential for success
- Identify individual or organizational needs and locate appropriate granting agencies or funding sources congruent with those needs
- Summarize the basic elements and principles of a successful grant proposal
- Use the language, terms and vocabulary of a grantor, grantee, and grant writer.
- Incorporate revisions into their writing in response to instructor and peer feedback
- Translate principles of participatory leadership into group work around a common goal
- Develop a grant proposal in collaboration with a community agency in response to an organizational or programmatic need
- Integrate communication and information technology skills into proposal development

These course outcomes support the Department of Community Sustainability undergraduate program competencies of:

Critical Thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems. (Accomplished Level)

Boundary-crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own. (Accomplished Level)

Civic Engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life. (Accomplished Level)

Community: Students will demonstrate knowledge of the various interpretations of community as it relates to the study and practice of sustainability. (Accomplished Level)

Initiative and Practical Skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts. (Accomplished Level)

Leadership: Students will develop, demonstrate and evaluate leadership practices that contribute to sustainability. (Competent Level)

In addition, this course supports Michigan State University's Undergraduate Learning Goals of Analytical Thinking, Effective Citizenship, Effective Communication, and Integrated Reasoning. Students can learn more about the Department of Community Sustainability undergraduate program competencies at www.csus.msu.edu. More information about MSU's Undergraduate Learning Goals is available at undergrad.msu.edu/msu-goals.

CANR Tier II Writing Requirements

The College of Agriculture and Natural Resources issued the following Tier II guidelines to the Departments, Schools and Programs that offer undergraduate degrees. Each major/degree program must satisfy an upper level writing requirement which meets the following criteria, whether through a single course or by alternative means:

- Writing assignments should be conceived by the instructor and presented to the students as integral to course learning.
- Students should be expected to produce well-written, edited, revised and proofread papers, which communicate effectively in their fields.
- Students should have at least two writing assignments in which drafts are revised after feedback from the instructor and/or peers.
- Students should receive instruction and practice in the tasks, forms and styles of writing appropriate to their discipline or profession. This should include, where possible, experience with communication technologies.

The writing requirement for each major/degree program must also include a system of review and accountability.

Course Materials On-line Class Materials Available on D2L

Required Text

The Only Grant-Writing Book You'll Ever Need (4th Edition), Ellen Karsh and Arlen Sue Fox. Available from Amazon in paperback for \$15.89 or as an eBook from Kindle for \$9.99. (OGWB)

OTHER RESOURCES:

Burke, Jim and Prater, Carol Ann (2000). *I'll Grant You That: A Step-by-Step Guide*. Portsmouth, NH: Heinemann. (Fall 2011 ESA textbook used by Dr. George Rowan)

Coley, Soraya M. and Scheinberg, Cynthia A. (2008). *Proposal Writing: Effective Grantsmanship*. Thousand Oaks, CA: Sage.

Friendland, Andrew J. and Folt, Carol L. (2000). *Writing Successful Science Proposals*. New Haven, CT: Yale University Press.

Yang, Otto O. (2007). *Guide to Effective Grant Writing: How to Write an Effective NIH Grant Application*. New York City: NY, Springer. www.guidetograntsplus.com

Projected Class Schedule¹

Part I: Pre-Requisites – Getting Ready to Write

Week 1

Class 1 – January 12, 2015 – Introducing the Class, Writing Grants for Professional and Community Action (OGWB Roundtable: Grantsmanship and the Economy p. xix)

Class 2 – January 14, 2015 – Grant Making All Around Us. ICE #1 – Identifying Community and Professional Grant Opportunities

Week 2

Class 3 – January 19, 2015 – No Class – Martin Luther King Jr. Day

Class 4 – January 21, 2015 – Charitable Giving Versus Philanthropy (OGWB Lesson 1) Forming Proposal Writing Teams Around Community and Personal Interests

Week 3

Class 5 – January 26, 2015 – Identifying Funding Agencies and Opportunities (Local, State, National, International) (OGWB Lesson 2) (Blog 1 Due)

Class 6 – January 28, 2015 – ICE #2– Locating RFA's (OGWB Appendix 5 & 6 [Reference for Class])

¹ Topics or dates may change due to availability of resources

Week 4

Class 7 – February 2, 2015 – Getting to Know Funding Agencies (OGWB Funders Roundtable I)

Class 8 – February 4, 2015– ICE #3–Writing a Letter of Inquiry (LOI) (OGWB Appendix 4 [Reference for class] & Glossary)

Week 5

Class 9 – February 9, 2015 – Analyzing RFAs/RFPs (OGWB Lesson 3) (Blog 2 Due)

Class 10 – February 11, 2015 – Proposal Team Update (presentation and written report). ICE #4 – Analyzing a RFA

Week 6

Class 11 – February 16, 2015 – Planning for a Successful Proposal (OGWB Lesson 4, 5 & 6)

Class 12 – February 18, 2015 – ICE #5 – Creating a Proposal Writing Timeline

Week 7

Class 13 – February 23, 2015 – Parts of the Proposal, Internal Integrity/Alignment (Blog 3 Due)

Class 14 – February 25, 2015 – ICE #6 – Building Internal Consistency and Alignment

Part II: Writing the Proposal**Week 8**

Class 15 – March 2, 2015 – Writing a Proposal (OGWB Lessons 7, 8 & 9)

Class 16 – March 4, 2015 – ICE #7 – Evaluating a Proposal

Week 9

Spring Break – March 9-13 – No Classes

Week 10

Class 17 – March 16, 2015 – Developing Budgets (OGWB Lesson 12) (Blog 4 Due)

Class 18 – March 18, 2015 – ICE #8 – Constructing a Budget

Week 11

Class 19 – March 23, 2015 – Designing an Evaluation Plan (OGWB Lesson 11)

Class 20 – March 24, 2015 – (Independent and/or Group Work - no formal class meeting) ICE #9 – Preparing the Evaluation Section

Week 12

Class 21 – March 30, 2015 – Pulling it All Together (OGWB Lesson 15) (Blog 5 Due)

Class 22 – April 1, 2015 – Using Technology Effectively (30 minutes Group Time)

Week 13

Class 23 – April 6, 2015 – Maintaining Partnerships and Coalitions; what's a MOU? (OGWB Lesson 10)

Class 24 – April 8, 2015 – Project Sustainability (OGWB Lesson 13) (30 minutes Group Time)

Part III: Managing and Administering the Grant

Week 14

Class 25 – April 13, 2015 – Communications with Funders (OGWB Lessons 17) (Blog 6 Due)

Class 26 – April 15, 2015 – Crowd-Based Fundraising (OGWB Round Table II)

Week 15

Class 27 – April 20, 2015 – You as Grant/Project Administrator (OGWB Round Table III)

Class 28 – April 22, 2015 – Group Proposal Presentations

Week 16

Class 29 – April 27, 2015 - Final Exam Preparation and Course Evaluation

Week 17

May 6, 2015 – (Final Exam 3:00 – 5:00 p.m.)

Assignments

In Class Exercises (360 points)

There will be nine in class exercises (40 points each) that will be either partially or entirely conducted during class. These assignments will build upon readings and class lectures in the development of specific skills needed to develop a funding proposal. The topics are:

1. Identifying Community and Professional Grant Opportunities
2. Locating RFA/RFPs
3. Writing a Letter of Inquiry (LOI)*
4. Analyzing RFA/RFPs*
5. Creating a Proposal Writing Timeline
6. Building Internal Consistency
7. Evaluating Proposals*
8. Constructing a Proposal Budget
9. Preparing the Evaluation Section

* Will undergo revisions based on feedback from instructors and/or peers.

Blogs (150 points)

There will be six blogs (25 points each) in which you will respond to a prompt from Dr. Foster. The prompts will be based on the foundation that you have chosen to learn more about during the semester. These blogs are also intended to give you an opportunity to provide formative feedback to the instructor. You should use a formal writing style for each of the blogs (e.g. well-constructed sentences, correct grammar, spelling, etc.). The Blog assignments can be found on the class D2L course page.

Proposal (250 points)

The major deliverable for this class is a funding proposal ready for submission. These proposals will be developed in conjunction with a community agency and be directed to an actual funding organization. Students will self-select into teams of 3-4 members. These writing teams (with the assistance of the instructors) will identify a community agency in the greater Capital Area (other locations must receive approval of the instructors) to work with in identifying a funding need and then developing a funding proposal that will be submitted to an appropriate funding agency. The proposal will undergo revisions based on feedback from instructors and peers (Tier 2 Writing Requirement). Evaluation of the proposal will include instructor (80%), peer (12%) and self (8%). The proposal is due May 4, 2015 at the beginning of the Final in PDF format.

Proposal Update and Presentation (50 points)

Writing teams will turn in a Proposal Update and make a short class presentation on February 11, 2015.

Self Reflection (40 points)

Each member of the proposal writing team will write a self-reflection of the proposal writing process. Due by the end of the day – April 29, 2015

Final (150 points)

There will be a comprehensive final on the scheduled exam day (May 6, 2015 from 3:00 to 5:00 PM). The final will be open note, open book. Any resource other than another person (no texting, chatting, talking, emailing, etc.) is allowed.

Assessment

Assignments will be turned in electronically via the appropriate D2L dropbox and printed out (**must be stapled**). The Final will be written during the scheduled time. More than one application (e.g. a Web browser, Microsoft Word, Prezi, Adobe Acrobat, Excel, etc.) may be needed for a given assignment.

Assignment – Point Values (10% deduction for each business day late)

In-Class Assignments (9 @ 40 pts.) ²	360
Blogs (6 @ 25 Pts.)	150
Proposal Update and Presentation	50
Proposal (Group project)	250
Self-Reflection - Proposal	40
Final	150
Total	1000

Grading Scale

<u>Grade</u>	<u>Points</u>
4.0	1000 – 920
3.5	919 – 860
3.0	859 – 820
2.5	819 – 750
2.0	749 – 700
1.5	699 – 650
1.0	649 – 600
0	< 600

Important Dates

January 19	Martin Luther King Day - Student Holiday
March 9-13, 2015	Spring Break
April 27	Last Day of Class
May 6	Final (3:00 – 5:00 PM)

Turnit.com

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Foster at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions

appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu.)

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis (at the minimum the day before and day of class).
- Students should check their email daily (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either via dropbox or email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://ict.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Foster will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Foster will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 433).
 - Lacks appropriate greeting, grammar, and signature
- Dr. Foster will make every effort to answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the CARRS Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in CSUS 433. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.