

MICHIGAN STATE
UNIVERSITY

College of Agriculture
and Natural Resources

Department of

Community Sustainability

CSUS 433
GRANTWRITING & FUND DEVELOPMENT – Tier 2 Writing (W)
Course Syllabus - Spring 2017
Monday and Wednesday, 3:00 - 4:20 PM
221 Natural Resources Building

Instructor:

Rick Foster, Professor
308 Natural Resources
Cell: 269-986-2289 (OK to Text)
Office: 517-884-2009
Email: foste161@msu.edu

Spring 2017 Office Hours:

Monday and Wednesday 1:00 p.m. – 2:30 p.m. or by appointment (308 NR) .

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 included.

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

Key Resource (not required):

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

CSUS 433 – Course Syllabus

Bring your Laptop and Browser to every class!!

Part I: Pre-Requisites – Getting Ready to Write

Week 1

Class 1 – January 9 – Introducing the Class, Writing Grants for Professional and Community Action (OGWB Roundtable: Grantsmanship and the Economy p. xix)

Class 2 – January 11 – Grant Making All Around Us. Identifying Community and Professional Grant Opportunities. (ICE #1)

Week 2

Class 3 – January 16 – No Class – Martin Luther King Day

Class 4 - January 18 – Charitable Giving Versus Philanthropy (OGWB Lesson 1)
Forming Proposal Writing Teams around Community and Personal Interests.

Week 3

Class 5 – January 23 – Identifying Funding Agencies and Opportunities (Local, State, National, International) (OGWB Lesson 2) (Blog 1 Due)

Class 6 – January 25 – ICE #2– Identifying Funding Opportunities (OGWB Appendix 5 & 6 [Reference for Class])

Week 4

Class 7 – January 30 – Getting to Know Funding Agencies (OGWB Funders Roundtable I)

Class 8 – February 1 – ICE #3–Writing a Letter of Inquiry (LOI) (OGWB Appendix 4 [Reference for class] & Glossary)

Week 5

Class 8 – February 6 – Analyzing RFAs/RFPs (OGWB Lesson 3) (Blog 2 Due)
Proposal Team Presentations and One-page Update (Groups 1-5)

Class 10 – February 8 – Proposal Team Presentation and One-page Update (Groups 6-10)

Week 6

Class 11 – February 13 – Planning for a Successful Proposal (OGWB Lesson 4, 5 & 6)

Class 12 – February 15 – ICE #4 – Creating a Proposal Writing Timeline

Week 7

Class 13 – February 20 - Parts of the Proposal, Internal Integrity/Alignment (Blog 3 Due)

Class 14 – February 22 – ICE #5 – Building Internal Consistency and Alignment

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

Class 15 – February 27 – Writing a Proposal (OGWB Lessons 7, 8 & 9)

Class 16 – March 1 – Designing an Evaluation Plan (OGWB Lesson 11)

Week 9 – March 6 – 10 No Classes – Spring Break!!!!**Week 10**

Class 17 – March 13 – Preparing the Evaluation Section (Blog 4 Due)

Class 18 – March 15 – ICE #6 – Preparing an Evaluation Framework

Week 11

Class 19 – March 20 – Developing Budgets (OGWB Lesson 12)

Class 20 – March 22 – ICE #7 – Preparing the Proposal Budget

Week 12

Class 21 – March 27 – Pulling it All Together (OGWB Lesson 15) (Blog 5 Due)

Class 22 – March 29 – Using Technology Effectively; ICE #8 – Writing the Proposal Abstract

Week 13

Class 23 – April 3 – Maintaining Partnerships and Coalitions; What is a MOU? (OGWB Lesson 10)

Class 24 – April 5 – Project Sustainability (OGWB Lesson 13)

Part III: Managing and Administering the Grant

Week 14

Class 25 – April 10 – Communications with Funders (OGWB Lessons 17)

Class 26 – April 12 – Crowd-Based Fundraising (OGWB Round Table II)

Week 15

Class 27 – April 17- You as Grant/Project Administrator (OGWB Round Table III)

Class 28 – April 19 – Group Proposal Presentations (Groups 1-4);

Week 16

Class 29 – April 24 – Group presentations (Groups 5-8)

Class 30 – April 26 - Group Proposal Presentations (Groups 9 - 12)

Final Exam Preparation and Course Evaluation

May 3, 2017 - Final Exam 3:00 – 5:00 PM)

Assignments

In Class Exercises (400 points)

There will be eight (8) in class exercises (50 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. Identifying Funding Opportunities by Location and Topic
3. Writing a Letter of Inquiry (LOI)
4. Creating a Proposal Writing Timeline
5. Building Internal Consistency
6. Preparing the Evaluation Framework
7. Constructing the proposal Budget
8. Writing a Proposal Abstract

Blogs (150 points)

There will be five blogs (150 points total) in which you will respond to a series of questions from Dr. Foster. The questions will be based on a Michigan Community Foundation (Blog 1) and the national Foundation (Blogs 2-5) that you have chosen to learn more about during the course of the semester. You should use a formal writing style for each of the blogs (e.g. well-constructed sentences or organized bullet points, correct grammar, spelling, etc.). The first four (4) blogs are worth 25 points, and the last Blog is worth 50 points. The Blog assignments can be found on the class D2L course page and are submitted through the appropriate D2L drop box.

Team Proposal (200 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 (when possible) and be directed to an actual funding organization. Students will self-select into teams of 4-5 members. These writing teams (with the assistance of the instructor) will identify a community agency in the greater Lansing Area (other locations must receive approval of the instructors) to work with in identifying a funding need and then developing a funding proposal that can 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 (75%), peer (15%) and self (10%). The proposal is due April 28th, 2017 by the end of the day (5:00 PM) in PDF format. The final report should be handed in as a hardcopy and electronically through D2L.

Proposal Update (25 points)

Writing teams will turn in a brief Proposal Update and make a short class presentation on the fourth week of classes - (25 pts) – all team members must be present and participate or forfeit presentation points.

Final Proposal Presentation (50 points)

The final team proposal will be presented to the class during the last week of the semester. Teams may choose their method of presentation. All team members are required to be present and participate or forfeit presentation points.

Self-Reflection (25 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 28th.

Final (150 points)

There will be a comprehensive, written final on the scheduled exam day (May 3, 2017 from 3:00 – 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 drop box. 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% deductions for each business day late)

In-Class Assignments (8 @ 50 pts.)	400
Blogs (5)	150
Proposal Update (week four)	25
Final Proposal Presentation	50
Proposal (Group project)	200
Self-Reflection - Proposal	25
Final (May 3rd, 2017 @ 3:00 – 5:00 pm)	150
Total	1000

Grading Scale

<u>Grade</u>	<u>Points</u>
4.0	1000 – 935
3.5	934 – 875
3.0	874 – 835
2.5	834 – 765
2.0	764 – 715
1.5	714 - 665
1.0	664 – 600
0	< 600

Important Dates for Spring 2017:

- January 16, 2017 – Martin Luther King Day – No Class
- March 6-10 – Spring Break – No Classes
- April 28 - Last Day of Classes
- May 3 – CSUS 433 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.

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.

Grief Absence Request:

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the "Grief Absence Request" web form (found at www.reg.msu.edu/sitemap.aspx?Group=7) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

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.)

Handling Emergency Situations:

In the event of an emergency arising within the classroom/lab, the Professor, Teaching Assistant (TA), graduate student, instructor, or Facilitator will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, “shelter-in-place,” and “secure-in-place” guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor, Teaching Assistant (TA), graduate student, instructor, Facilitator in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

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 drop box 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://lct.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.
- The instructor 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.
- The instructor will NOT answer email which:
 - Poses questions answered in the course information or the course D2L site
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS 433).

- The instructor 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 is NOT a valid excuse for late assignments.
- 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 CSUS 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.