***Department of Community Sustainability***

**CSUS 433 GRANTWRITING & FUND DEVELOPMENT**

**Course Syllabus Spring 2021**

**MW 3:00-4:20 PM**

**Format: On-Line (Synchronous)**

Instructor: Dr. Wynne Wright

Office: 330 Natural Resources Bldg.

Phone: 517-803-3081

Email: wrigh325@msu.edu (best way to get in touch with me)

Dr. Wright’s Office Hours: Monday and Wednesday 4:20-5:20 or by appointment (by Zoom) See detail at: <https://schedule.msu.edu/#SearchResults>

**COURSE DESCRIPTION:** Do you think you will have to ask for money to accomplish your work at some point in your career? Chances are you will--whether you plan to work for the private, government, nonprofit, or academic sectors. This course will help you to make this request more effectively. We will cover the theoretical and practical background for proposal writing; program and strategic planning; and fund-raising and organizational advancement. Special emphasis will be given to techniques used to approach prospective grantors, drawing from social science and business.

**Course Design:**

This course may feel different than other courses you have taken in the past. Of course, by virtue of being ‘virtual’ that may make it feel different, but we will also rely less on lecture-style content and more on experiential and student-led learning. Each of you brings particular expertise from your major and life experience to this course. You will be asked to contribute this expertise to our class activities, assignments and to a team setting as you create your final grant proposal. Attendance and full participation is critical to a successful learning experience in this course as so much of our learning takes place in a group context. We will work together to achieve goals that both benefit your educational experience and meet a real need in the community.

This class will meet synchronously twice a week (Monday and Wednesday). On Mondays and on *some* of the Wednesdays, we will meet together as a large class. However, many Wednesday sessions will be organized as project writing team meetings – meaning on these days (noted with an “TM” next to the date) you will be meeting in small groups, only with your proposal writing team rather than the entire class. I will pop in from time to time - but I have reserved several meeting times for you to meet as a working group to be able to plan and work on your proposal collectively. You should elect a group facilitator who will be responsible for leading your work. We will all come to class as we would on Monday’s but you will immediately be put into breakout rooms to commence your proposal planning and writing.

**Learning Outcomes:**

Students will be able to:

* Assess a Request for Applications (RFA)/Request for Proposals (RFP) to ascertain the granting agency’s ethos and funding priorities.
* Evaluate a grant proposal in response to an 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 a proposal in response to 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 need.

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](http://www.csus.msu.edu). More information about MSU’s Undergraduate Learning Goals is available at undergrad.msu.edu/msu-goals.

**Virtual Learning**

Students will engage in a variety of activities and scheduled assignments in this class and each will be conducted on-line. In order for us to have the most successful class, I urge you to follow the guidelines below. Information technologies such as Zoom, Schoology, D2L and email are widely used in this class. I also want to stress that I am a learner here too as this is my first on-line class. My role will be to guide you in the content, but as for the technology you will need to refer to the MSU IT Dept for assistance. You should have the latest version of Zoom installed on your computer. If you have problems, contact 432-6200 or <https://tech.msu.edu/support/help/>. I would like to learn more about your technology setup/resources, so I will distribute a short survey during the first week of class. The following policies will be enforced:

* Students should visit the course’s Schoology 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). Class sessions will NOT be recorded as a result.
* Use your video during class discussion and activity periods, and during breakout sessions (unless you have bandwidth challenges (if so let me know)
* Change your “name” on your Zoom image to the name you want to be called (do this each day)
* Add “pronouns” to your Zoom image/name (if you so choose)
* If you want to use a “background” image (to protect your indoor space), feel free to do so (but make it neutral/not distracting . . . unless we’re doing some kind of activity that requires something more fun/creative).
* Be respectful of others during discussions and chats (e.g., no profanity, bullying, discriminatory comments, etc.)
* If you have a question for me or others, please use the chat box or raise your technical hand
* Provide opportunities for everyone to contribute ideas

**Community Partner Information**

We will work with five different community partners in this class. Three are from the Lansing area and one from Hastings or southwestern Michigan, and one is statewide. The partners will provide the structure needed for you to write a full-blown grant proposal and in return your work may be used by your partner organization to help them achieve their goals. The partners are listed below. They will attend one of our early classes to introduce their organization so that you can decide with which organization you prefer to work. You will provide me with your choices in order of preference and I will assign students to one of the organizations by week two.

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| --- | --- | --- |
| Organization | Contact | Email |
| Woldumar Nature Center | Kevin Wernet | director@Woldumar.org |
| Michigan Trails & Greenways Alliance (MTGA) | Amanda FrattarelliAndrea LaFontaine | amanda@michigantrails.org |
| Michigan Food & Farming Systems (MIFFS) | Jen Silveri | jenn@miffs.org |
| Arts & Eats Trail | Megan Lavell Kathleen Welch | exd@thornapplearts.orginfo@artsandeats.org |
| Michigan Forest Association | Dr. Georgia Peterson | petersog@msu.edu |

**Course Materials**

On-line Class Materials are available on-line at Schoology- <https://www.schoology.com/>. When you go on to the Schoology platform you will be asked to set up an account and then enter a course code. The course code is: S8FWK-B654M**. Please do this on Jan 11th .** You can also access your syllabus here. We will also use D2L for submitting assignments.

**Required Text:**

*The Only Grant-Writing Book You’ll Ever Need* (5th Edition), Ellen Karsh and Arlen Sue Fox. Available from Amazon in paperback for $15.69 or as an eBook from Kindle for $16.00. (*I refer to this book as K&F)*

**OTHER [Supplemental] RESOURCES:**

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.

O’Neal-McElrath, Tori, Lynn Kanter, and Lynn English. 2019. *Winning Grants Step by Step: The Complete Workbook for Planning, Developing and Writing Successful Proposals.* (5th Edition). New Jersey: Wiley and Sons:

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](http://www.guidetograntsplus.com)

**Course Assignments, Due Dates & Grading**

Assignment 1: Grant Proposal

Students will be placed into writing groups of 4-5 students to design a full grant proposal where you will get feedback from the professor and peers. This assignment will provide your group with the experience of writing each step of a professional grant proposal, along with letters, attachments and graphics. This assignment will mirror and give your group hands-on practice in the grant writing process, including the research, data collection, program planning, editing, and collaboration required. The proposal should be a maximum of 12 single-spaced pages written in a narrative format not inclusive of the reference section and/or attachments. The proposal will include: (1) cover letter; 2) an executive summary (400 word limit); 3) a statement of nee or problem statement which includes a problem analysis and needs assessment identifying the prevalence of the problem/issue to be addressed, contributing factors, community assessment data, current/anticipated gaps in service, and what has been done, previously, to address the problem; (4) the general goals and specific measurable outcome objectives of the proposed program(s) and program intervention(s); 5) methods [the proposed intervention or evidence-informed program or service to be provided; 6) at attached timeline to graphically describe your program; 7) an evaluation instrument; 8) A sustainability plan to keep this program thriving beyond the funding requested in this proposal, listing at least 5 potential funders of any type sustainability statement; 9) An attached logic model illustrating the relationship between the issue/problem, interventions, outputs, outcomes and tools; 10) background; 11) budget and a budget narrative that provides justification for each line item in the proposed budget. The proposal will undergo revisions based on feedback.

Assignment 2: Grant Writing Exercises

There will be six grant writing exercises (30 points each) and you will be responsible to complete five of your choosing. These assignments will build upon readings and class lectures in the development of specific skills needed to develop a funding proposal. You are to place your assignment in the D2L Folder (specifically named) by noon of that same day. Any assignments not in the folder by this time will not be received and a grade of 0 points will be recorded unless I have been notified in advance that you have an excused absence for the day. The topics of these assignments are:

1. Locating RFA/RFPs

2. Writing a Letter of Inquiry (LOI)

3. Problem Statement

4. Developing a Logic Model for the Project

5. Evaluation Plan

6. Constructing a Proposal Budget

Assignment 3: Final Proposal Oral Presentation

This oral presentation will provide the experience of each sub-group presenting a 8-minute summary- or lightening talk - of the full grant proposal to the full group. The group in this case will be this class and our community partners; in the real world, it might be funders, or your own board, or collaborative partners to whom you are trying to sell the proposed program. This assignment will mirror and give you hands-on practice in the grant writing process, including the editing and collaboration required, and the presentation or marketing of your program plan. You may use visual aids, Powerpoint, or any other materials you choose to convey your proposal idea. Assignments will be turned in electronically via the appropriate D2L folder (see below). You will be assigned a date for your oral presentation at the onset of the semester.

**Submitting Assignments**

To make a submission to an assignment do three things:

1. Save your file as – Assignment #-Lastname (use the number that corresponds to the assignment you completed)
2. Go to our CSUS 433 course in D2L (https://d2l.msu.edu/d2l/home/1066258), click on Assessments at the top task bar, and, underneath, click on Assignments.
3. Find the corresponding Assignment number you are submitting and upload your document.

**Late Work**

The penalty for assignments submitted late is 10% per day that the assignment is late, unless there are legitimate extenuating circumstances which you discuss with me prior to their occurrence (see course policy below).

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| --- | --- | --- |
| Assignment | Due Date | Grading |
| Grant Proposal | April 16 | 100 pts |
| Peer Evaluations | April 21 |  40 pts |
| Oral Presentation | As assigned |  50 pts |
| Grant Writing Assignments | Multiple  | 150 pts |
| Class Participation | On-going |  64 pts |
|  |  Total =  | 404 Pts  |

**Tentative Synchronous and** **Asynchronous Schedule**

**Week 1:** **Reading and Reflection**

Jan 11 Spring Semester Begins – No Class

Syllabus Accessible at <https://www.schoology.com/>. You will need this code to access this course on Schoology: S8FWK-B654M. Please review syllabus and buy the textbook before our first meeting on Jan 20.

Submit: Assignment A send by email or in D2L (due Jan 19 - noon).

Jan 13 No class – continue reviewing syllabus and reading above. Questions can be directed to wrigh325@msu.edu.

**Week 2:** **Getting Acquainted and What is a Grant and Where do I get one?**

Jan 18 Martin Luther King Day – no class

Jan 19 MSU Classes begin

Read: (for Wed Jan 20): K&F Funders Roundtable: Grantsmanship and the Funding Environment p. 1-17 .

Submit: Assignment A by today at noon.

Jan 20 First Day of CSUS 433 On-Line Course: Introductions and Housekeeping

Topic: You’re Not Alone: The Funding Environment

**Week 3 Getting to Know Funding Agencies**

Jan 25 Writing Grants for Community Action: Partners Pitch

Get Acquainted: Getting to Know Partner Organizations

Woldumar Nature Center (WNC) - <https://www.woldumar.org/>

Michigan Food and Farming Systems (MIFFS) - <https://www.miffs.org/>

Arts and Eats Trail (A&E) - <https://www.artsandeats.org/>

Michigan Trails and Greenways Alliance- <https://michigantrails.org/>

Michigan Forest Association - <http://michiganforests.org/>

Read: K & F Lesson 1, p. 23-30

Review the websites of each organization above.

Handout: Organization Background Exercise (c:/organ background). Print this from Schoology to be ready to complete in class.

Jan 27 Connections, Networks, & Relationships: Locating RFAs

Read: K & F Lesson 2, p. 32-51 and K&F Appendix 5 and K&F Funders Roundtable II, p. 100-117 Writing a Letter of Inquiry (LOI)

 Read: K&F Appendix 4, p. 366

Read: O’Neal, McElrath et al., “Sample Letter of Inquiry” in Schoology

**Week 4 Writing Proposals with Style: Communicating Your Idea**

 Feb 1 Developing the Proposal Idea

 Read: K&F Lesson 4 and 5 p. 67-99

Read: [https://snowballfundraising.com /grant-proposal-template/](https://snowballfundraising.com/grant-proposal-template/)

Guest Speakers: Georgina Melendez (melend43@msu.edu), Inna Mirzoyan, & Rebecca Irvine

 Submit: Exercise 1: RFA

Feb 3 Proposal Writing

Read: K&F Lessons 6, p. 123-139

O’Neal\_McElrath et al., “Resource A: Sample Proposal” in Schoology

**Week 5 Documenting Need**

Feb 8 Defining Goals and Writing a compelling problem statement

Read: K&F Lesson 8, p. 159-169

Submit: Exercise 2: LOI

Feb 10-TM Proposal Writing Team meeting with Partner

**Week 6 Now we Write**

Feb 15 Developing and Presenting a Winning Proposal

Read: K&F Lesson 9, p. 170-181

 Roundtable: Communicating Need (How I sell our organization and programs on paper) Guest Speakers: Kevin Wernet, Megan Lavell

Submit: Exercise 3: Problem statement

Feb 17-TM Proposal Writing Team meeting

**Week 7 Winning Partnerships**

Feb 22 Managing Partnerships and Coalitions and What is a MOU?

K&F, Lesson 10, p 182-193

Roundtable: Amanda Frattarelli, MTGA and Jen Silveri, MIFFS

Feb 24-TM Proposal Writing Team meeting

**Week 8 Writing and Evaluation**

Mar 1 What is a Logic Model? (D2L Materials) - Developing a Logic Model

 Read: “ Enhancing Program Performance with Logic Models,” P – 1-27

<https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf>

Mar 3 Mid semester Break- no class on Mar 3

 Break is only March 2-3rd. please continue to meet with your team.

**Week 9 Evaluation**

Mar 8 Preparing the Evaluation Component

 Read: K&F Lesson 11, p 194-204

Roundtable: Dr. Georgia Peterson, Dr. Amy Jamison

 Submit: Exercise 4: Logic Model

Mar 10-TM Proposal Writing Team meeting

**Week 10 Budgeting**

Mar 15 How much will it cost: Writing a Budget

 Read: K&F Lesson 12, p. 205-217

Guest Speaker: Tyler Tulloch, MSUE Grants Services Manager

Budgeting for Grants and Proposal Writing Tips and Tricks

Submit: Exercise 5: Evaluation Plan

Mar 17-TM Proposal Writing Team meeting

**Week 11 Pulling it all Together**

Mar 22 Pulling it All Together

Read: K&F Lesson 15, p. 234-

Mar 24-TM Proposal Writing Team meeting

 Submit Exercise 6: Budget

**Week 12 The things they don’t tell you**

Mar 29 The “Pet Peeves” Roundtable

 Read: K&F Funders Roundtable III, p. 247-269

 Guest Speaker: Derek Tobias

Mar 31-TM Proposal Writing Team meeting

**Week 13 Managing and Administering the Grant**

Apr 5 Managing Communications with Funders

Read: K&F Lesson 17, p. 279-290

Guest Speaker: Dr. Wenda Bauchspies, National Science Foundation (NSF)

Apr7-TM Proposal Writing Team meeting

**Week 14 What to do when the funds run out?**

Apr 12 Sustainability

 Read: K&F Lesson 13, p. 218-226 and Lesson 18, p. 291-312

 Apr 14-TM Proposal Writing Team meeting

Friday

April 16 Submit: Final Proposals for Peer Evaluation

Students will evaluate one proposal of

a different organization and return

comments by April 21

**Week 15 Presentations**

 Apr 19 Proposal Pitch (4 groups)

Apr 21 Proposal Pitch (5 groups)

Final Exam

April 28 Time: 5:45 – 7:45 pm

Proposal Pitch (4 groups)

 Submit: Final Proposals

**Policies & Accommodations**

Attendance/Participation: All students are expected to regularly attend class, be on time, to complete the assigned readings PRIOR to each class meeting, and to participate in class discussions. This means being prepared, mindfully engaging with the material, engaging in respectful dialogue with your peers and the instructor, sharing your thoughts/questions in class, and volunteering constructive answers/comments to others’ questions. Please do not use laptops during interactive class sessions (unless you are accessing an article), no cell phone usage will be permitted and no recording of class without my permission. Your attendance and engagement will make or break your experience in this course. Students who must miss class due to an excused absence must see me, with their excused absence, as early as possible. If you know you will need to miss in advance, please let me know as soon as possible. You are responsible for making up missed work.

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.

Disability: If you require special accommodation due to a disability, please contact the Resource Center for Persons with Disabilities at 517-884-RCPD or <https://www.rcpd.msu.edu/>. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term. In addition, please feel free to contact me if any of the online materials present accessibility challenges.

Grief Absence: If you require a grief absence, you should complete the “Grief Absence Request” web form (found at https://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.

Relationship Violence: Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at <https://civilrights.msu.edu/>.

Campus Emergencies: 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](http://www.alert.msu.edu).)