Semester/Year: Fall 2006

Lecture Hours: 3 hrs (7 hrs x 3 days = 21 hrs plus on-line)  |  Lab Hours: 0  |  Credit Hours: 3

Class Times: 8:00 a.m. to 4:00 p.m. on 9/16; 9/30; 10/14  |  Days: Saturdays  |  BU 122

Instructor’s Name: Shirley Jacob  |  307-235-1919  |  sjacob@caspercollege.edu

Instructor’s Contact: Kathy Coe  |  307-268-2533

Office Hours: TBA by class consensus on a weekday evening

**Course Description:** *Beginning Grant Writing: Foundations* covers prospect research, proposal development, and budgeting for proposals submitted to private foundations. Each student will produce a proposal suitable for submission to a local, state, or national foundation. Class will meet from 8:00 a.m. to 4:00 p.m. on three Saturdays spaced about every other week. Students will also participate in on-line learning activities and discussions. Most students spend from 50 to 100 hours completing homework. Content includes principles of research and documentation of sources; elements of good expository writing style; and specialized principles of successful grant writing. The prerequisite is *English 1020*.

This class has two target audiences: (1) staff of non-profit agencies and (2) educators, both pre-service and in-service teachers. Pre-service teachers should collaborate with an in-service teacher at the K-12 or post-secondary level to ensure that their projects are appropriate for a current learning situation and actually can be submitted with the approval of the school’s administrators. Enrollment is limited to 12 students.

Students must have a connection to a non-profit organization because foundations do not make grants to individuals. Because of federal tax regulations, foundations make grants only to qualified non-profit organizations.

Students must have access to an Internet-connected computer. Students will learn how to research prospective donors; how to build a data base of grantors; how to use strategies for successful networking and team collaboration; how to write clear, concise proposal narratives with measurable goals and objectives and realistic timelines for activities; how to develop dissemination and evaluation plans; and how to develop proposal budgets. The emphasis in *Beginning Grant Writing: Foundations* will be on local/state foundations.

This course is intended to meet a specific need for a specific target audience; it is not a general education course. However, *Beginning Grant Writing: Foundations* may qualify as a writing class elective if you are working on an associate or baccalaureate degree. Present a copy of this syllabus to the college offering the degree when you ask about transfer credit for this course.

**Beginning Grant Writing: Foundations** is a preparatory class that students should take before enrolling in *Intermediate Grant Writing: Government Grants*.

**Statement of Prerequisites:** Students must have completed English 1020. Also, students must have a connection to a non-profit organization because foundations do not make grants to individuals; and students must have access to an Internet-connected computer.

**Goal.** Each student will learn to research, prepare, and submit a competitive grant proposal from a non-profit organization to be submitted to a local, state, or national foundation.

**Outcomes:** *Beginning Grant Writing: Foundations* is a writing course with the same high standards for student performance as other CC English classes. Students will learn to write clear, precise expository prose within the specialized context of proposal writing. Assignments will include approximately 12 writing assignments, including business memos, approval forms, technical reports, worksheets, standard sections of a proposal, a budget with budget narrative, and one complete grant proposal. The proposal will be equivalent to a research paper in any English class.
Methodology.  *Beginning Grant Writing: Foundations* is a hybrid course, consisting of 21 hours of lecture and workshop activities delivered on Saturdays from 8:00 a.m. to 4:00 p.m. plus from 50 to 100 hours of on-line independent work using WebCT.  Student and instructor will exchange computer files of class assignments until the product (a competitive grant proposal) reaches an acceptable level.  The instructor will function as a member of each student’s proposal team: editing, proofreading, questioning, and coaching the student.

Evaluation Criteria.  Grades are based on students’ written work and class participation as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>20</td>
<td>Participation in on-line discussion sessions (as measured by postings)</td>
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<tr>
<td>1</td>
<td>W-1 Student Survey</td>
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<tr>
<td>10</td>
<td>W-2 Proposal Concept Worksheet</td>
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<td>10</td>
<td>W-3 Matrix for Project Activities</td>
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<tr>
<td>30</td>
<td>W-4 Data base for prospective grantors</td>
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<tr>
<td>10</td>
<td>W-5 Approval Form</td>
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<tr>
<td>50</td>
<td>W-6 Report on 10 Prospective Grantors (cover memo= 10; cover sheet= 10; comprehensive info on ten grantors= 20; analysis and recommendation= 10)</td>
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<tr>
<td>30</td>
<td>W-7 Three <em>Inspiration</em> Visuals (10+10+10)</td>
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<tr>
<td>40</td>
<td>W-8 Goals, Objectives, Methods, Timelines (10 + 10+10+10)</td>
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<tr>
<td>40</td>
<td>W-9 Budget and Budget Narrative (30+10)</td>
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<tr>
<td>40</td>
<td>W-10 Narrative, Evaluation Plan, Dissemination Plan (20+10+10)</td>
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<tr>
<td>20</td>
<td>W-11 Abstract and Cover Sheet (10+10)</td>
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<tr>
<td>50</td>
<td>W-12 Final product (i.e. proposal)</td>
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351  Total points

Generally, the grading scale will be as follows: 310-351 points = A; 255-309 = B; 185-254 = C; 150-184 = D; below 150 = F.  However, the instructor reserves the right to adjust this scale according to circumstances affecting this section of *Beginning Grant Writing: Foundations*.  The instructor will discuss any proposed changes with students during Saturday class times and/or the scheduled on-line discussion sessions.

Required Texts.


Optional Texts.

Collins, Sarah, Editor.  *Guide to Winning Proposals*.  N.Y.:  The Foundation Center, 2003.  [Note: This compilation of successful proposals is very useful.  You could return to these models time and again for inspiration and understanding of ways to present certain aspects of your own proposals.  However, we will NOT be using this resource for class readings and assignments.]

*Wyoming Foundations Directory*.  Compiled and edited by M. Ann Miller.  8th edition.  Cheyenne, WY.: Laramie County Community College Instructional Resources Center, 2000.  [Note: Since the editor recently retired from LCCC, this useful directory is no longer available.  It is not copyrighted, so I will provide Xeroxed copies of the 2001 edition for students.]

Software.  One assignment requires the use of *Inspiration®* software.  Classroom computers will have this software installed.  For class work, students may download a free, 30-day demonstration package of *Inspiration®*.  If students find this software useful, they may purchase a copy from the website: inspiration.com

Another assignment requires the use of *Access®* software or *Excel®* software.  Classroom computers will have these software programs installed.  CC computer laboratories also have *Access®* and *Excel®*.  Students do not have to purchase either of these software programs, although they may find them a valuable tool for managing information about grantors.
Class Policies.

Attendance: Student attendance is crucial to each student’s success in class as well as the success of the class as a whole; attendance is therefore mandatory, as per the CC Catalog. There are no “excused” absences. Please do not arrive late to class or log on late; tardiness distracts other classmates.

Academic Dishonesty. According to the Casper College Student Conduct Code, “The term plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of papers or other academic materials.” (Casper College Student Handbook and Annual Campus Security Report 2002-2003. Printed July 2002. 15). Proposal writers have the responsibility to proofread and edit carefully so that all materials in a proposal are properly credited.

Every member of a proposal development team has the responsibility of contributing fully to the team effort. Students are honor-bound to be honest and claim credit only for work for which they are truly responsible and for which they deserve academic credit.

Last date to change to an audit status: September 30, 2006. Last date to withdraw with a W grade: October 14, 2006.

Student rights and responsibilities:
Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College student. Printed copies are available at AD 112; electronic copies are available at www.caspercollege.edu.

Chain of Command.
If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and last, the Vice President for Academic Affairs.

Academic Dishonesty – Cheating & Plagiarism.
Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA Accommodations Policy.
It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.

Calendar or schedule indicating course content.

These topics and activities are subject to revision based upon the instructor’s assessment of the needs, level of experience, and interests of the class.

First Saturday. Strategies for project development and prospect research.
- Overview of grant writing process; discussion/demonstration of parts of a grant proposal (Abstract/Summary, Introduction to Organization, Statement of Need/Problem, Goals and Objectives, Methods/Activities and Timelines, Evaluation, Future Funding Plan, Dissemination, Budget, Appendices);
- Discussion of strengths and weaknesses of model proposals; tips for processes of prospect research and matching of prospective donors to projects.
- Development of a matrix to identify all the steps needed to complete a project and write the proposal.
- Development of a data base for managing information about prospective grantors.
Workshop Activities: Creating teams for proposal development; using forms to document support for proposal development; using Inspiration® software to think about intricacies of project; using Access® or Excel® software to develop a database.

Distance Learning Activities: Completing writing assignments W-1 through W-7 before the next class meeting; communicating with other students and the instructor via the Chat Room, Discussion Forum, and Mail on WebCT.

Second Saturday. Writing Goals, Objectives, Activities/Methods, and matching the budget to them.
- Skills of writing goals and measurable objectives; overview of budgeting process; discussion/demonstration of strengths and weaknesses of model budgets; explanation of direct and indirect costs; explanation of employee benefits.
- Overview of elements of expository style for proposal writing (active voice, simple clear language, grammatical parallelism, rhetorical techniques); visual elements (charts, tables, Inspiration© visuals); typography variations (italics, font choices, underlining, bolding). Overview of follow-up process and reporting obligations after funding announcement.

Third Saturday. Writing the parts of the proposal and putting it all together.
- Discussion of abstract, cover sheet.
- Overview of evaluation and dissemination processes; connection between goals and measurable objectives and evaluation plan; discussion/demonstration of model evaluation and dissemination plans.
- Discussion of statements of future funding plans.
- Discussion/demonstration of effective packaging of grant proposals; tips for dealing with deadlines.

Workshop Activities: Drafting your evaluation plan and your dissemination plan.

Distance Learning Activities: Completing W-10, 11, 12. [Note: This is a very intense time for students and instructor because we will be swiftly trading files with edits and revisions. Please plan your time accordingly.]

Proposals are due October 25, 2006. Last date to submit proposal with late penalty: October 27, 2006.

Helpful Resources:
- The CC English Lab and Writing Center, both located in the College Center, offer excellent resources for help with all aspects of your writing.
- The Casper College Goodstein Foundation Library is open both during the week and on weekends. The Goodstein Library has a reference collection of Foundation Center materials that are useful for prospect research and proposal development.
- Casper College has Internet-connected computer labs in the Goodstein Library, BU, PS, and AD 6 and 7.
- A Profile of Wyoming: Demographics, Economics and Housing, Semiannual Report. [Note: copies are available from WCDA website at http://www.wyomingcda.com. Select the button for Wyoming Housing Database Partnership for a list of publications.]
- Natrona County Human Services Directory. [Note: Directory was published in cooperation with Human Services Commission of Natrona County and Natrona County Workforce Development Council, now called Casper Area Workforce Investment Board (CAWIB).]

Syllabus for Beginning Grant Writing: Foundations Fall 2006