

Cleveland State University
Maxine Goodman Levin College of Urban Affairs
Fall 2017

Course Syllabus

Proposal Writing & Program Development
UST 410 - Section 50, 3 credit hours
UST 510 – Section 50, 4 credit hours

Meeting Time: Tuesday, 6:00 p.m. to 8:50 p.m. for undergraduates and
6:00 p.m. to 9:50 p.m. for graduate students

Location: Urban Affairs Building, Room 112

Instructor: Julie Rittenhouse

Phone: Campus Phone: 216-687-3550 Home: 216-241-4159
Department of Urban Studies: 216-687-2136

Office Hours: By appointment or before class

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Course Description

This is an upper-level undergraduate (successful completion of English 102 and junior standing is required) and graduate course that will focus on the content and structure of program planning and development, sources of funding, proposal writing and program evaluation. The rationale for this course is the organizational concern for planning, funding and accountability. Urban planners, public and nonprofit administrators are expected to identify and solve problems and to think and act strategically in an increasingly competitive environment. In addition, planners and nonprofit managers must possess the skills necessary to obtain funding and to determine the impact of a particular program and/or policy. Students will gain experience and skills in program design, research, and through the independent development and writing of a grant proposal.

Course Objectives

By the conclusion of the course, the student will:

- Understand the program planning process
 - Develop a project/program plan
- Understand and apply research principles and methods to needs assessment and identifying funding sources

- Design an evaluation plan
- Relate major trends and issues in public and nonprofit funding to the allocation decisions of government, corporate, foundation and individual donors
- Identify and understand key components and practical steps for proposal preparation
- Demonstrate the skills to plan, research and write a proposal
- Demonstrate familiarity with social, political and institutional change in the urban environment

Course Methods

The course consists of assigned readings, lectures, guest speakers, individual and group exercises, The Foundation Center training, student presentations, class participation and written assignments.

Course Materials

The following assigned texts can be purchased (used books are available) at the Cleveland State University Bookstore. Supplemental readings will be provided by the instructor.

Clarke, Cheryl A., **Storytelling for Grantseekers, A Guide to Creative Nonprofit Fundraising**, 2009.

Teitel, Martin, **The Ultimate Insider's Guide to Winning Foundation Grants A Foundation CEO Reveals the Secrets You Need to Know**, 2012.

Graduate Students only

Collins, Jim, **Good to Great and the Social Sectors**, 2005.
(A Monograph to Accompany Good to Great)

The Foundation Center - Visit

Students are required to attend The Foundation Center training session – ***Introduction to Finding Grants*** (scheduled for **September 5** during class time). Other free training sessions offered by The Foundation Center are optional.

The Foundation Center

Hanna Building, 1422 Euclid Avenue, Suite 1600, Cleveland
Phone: 216-861-1934. Website: <http://foundationcenter.org>

General Education Statement:

This course is approved as a General Education 08 course meeting the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include Writing to Learn and Writing to Communicate.

Writing Across the Curriculum Criteria

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).
3. The course teaches students writing-to-learn strategies that foster students' experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.
4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.
5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide:

<http://www.ulib.csuohio.edu/research/vrd/citations.html>;
or go to the APA website, <http://www.apastyle.org/>
6. There will be writing assignments throughout the semester.
7. The course will address the needs of students regarding library competency.
8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Attendance and Class Participation

Attendance is required at all class sessions. Students are expected to complete readings assigned for each topic before the class session and actively participate in class discussions and group exercises.

Assignments – Comprehensive instructions for each assignment can be found on Blackboard Learn – Course Content, however, a brief description follows:

Assignment - Paper 1 (1,000 to 1,250 words or four-five pages)

As a grantseeker how do you frame your story?

What evidence exists that is supportive of your proposal idea or not? Why did you choose the supporting evidence that you did?

Can you approach the issue/problem in a different way?

The above questions are posed in this assignment. Students will craft a compelling story that demonstrates knowledge of the nonprofit organization and need for funding using the concepts in the book, *Storytelling for Grantseekers - A Guide to Creative Nonprofit Fundraising* and show why this is relevant to planning, researching and writing a successful grant proposal.

Assignment - Paper 2 (1,250-1,500 words or five-six pages)

Identifying the Funding Source - Part 1 and Letter of Inquiry- Part 2

Based on lectures, assigned readings, The Foundation Center training, students will identify potential funders for their proposal idea and answer a series of questions that will inform the research process and help determine a "strong match" with potential funders or donors. A Letter of Inquiry (LOI) is an initial step in approaching a foundation or corporation for a grant. Developing the LOI is excellent preparation for writing the proposal. A LOI should be brief, clear and interesting.

Final Assignment - (2,000-2,250 words or eight-nine pages)

Proposal

You have chosen a nonprofit organization or a public entity to be the applicant in submitting a grant request to a government agency, foundation or a corporation. You have conducted research and identified possible funding sources in Assignment 2 and prepared a Letter of Inquiry (LOI). The Learning Modules and Short Answer assignments are the building blocks for writing the proposal. All elements of a comprehensive proposal are covered in assigned texts and supplemental readings. Each student will make a brief presentation (using Discussion Post feature) about his/her completed proposal.

Course Requirements for Grading

While the requirements for this course are the same for undergraduate and graduate students, the graduate students' written assignments and engagement in class discussion and exercises will be held to a higher standard. Grades will be assigned on the following percentages.

Papers

Assignment – Paper 1	20%
Assignment – Paper 2	25%
Student Presentation	5%
Final Assignment	35%
Attendance and Class Participation	15%

Due Date:

September 26
October 17
December 5
Finals Week

Grading Scale

A: 94-100 A-: 90-93 B+: 87-89 B: 83-86 B-: 80-82 C+: 77-79 C: 70-76 D: 60-69
F <60

Basis for Grading of Assignments

Written communication is critical to planning and nonprofit practice. Grades for written work will be made on the basis of logical argument, the quality and quantity of research, depth and scope of analysis, demonstrated understanding and incorporation of course concepts, organization, form, correct use of English language and grammar, timeliness and fulfillment of assignment requirements. Late assignments will not be accepted without prior approval of the instructor.

Grading Rubric for Criteria

A grading rubric will be utilized to evaluate written assignments. Evaluation of student papers is based on the following criteria:

Higher Order Concerns

Focus – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.

Development – The research i.e., literature, data, etc. utilized to support your hypothesis. Specifically, students' incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their hypothesis.

Organization – The organization/structure of the paper. Specifically, is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?

Lower Order Concerns

Style – Style can be considered in terms of sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment? Is the diction appropriate for the discipline?

Mechanics – Refers to the punctuation, spelling, and grammar. Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words.

Grades of “I” and “X”

“X” – The grade of "X" can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by an instructor.

“I” - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

Academic Misconduct

Plagiarism (copying others work in any form without proper reference and citation), cheating or any other form of academic misconduct is strictly prohibited and will not be tolerated. Consequences for academic misconduct are based on university regulations and are grounds for the grade of "F" for the course. Please refer to the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: <https://www.csuohio.edu/studentlife/student-conduct>

If you require additional information regarding plagiarism you may also refer to the Writing Centers page on plagiarism, which can be accessed at the following link: <https://www.csuohio.edu/writing-center/writing-center-2>.

Writing Assistance

For students with difficulty writing it is suggested that you utilize the Writing Center located in Rhodes Tower 124.

Students with Special Needs

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-687-2015. The Office is located in Main Classroom 147. Accommodations need to be requested in advance and will not be granted retroactively. Persons needing special accommodations to take exams or complete assignments must identify themselves to the instructor. This includes accommodations for physical handicaps and learning disabilities.

University Policies

Refer to the CSU Undergraduate Bulletin for policies and procedures for drop/add, withdrawal, grading (including incomplete) and other questions.

University Deadlines

For the current semester, the deadline for dropping a course is September 1, 2017

The last day to withdraw from the course is November 3, 2017

The final examination week for the university is December 11-15, 2017

Course Schedule and Reading Assignments (subject to modification by instructor). Supplemental readings (articles and brief reports) will be provided.

Check the Learning Module in Blackboard Learn for weekly updates and course hand-outs. Readings and assignments will be listed for each class session.

Week 1: August 29

Class Orientation and Proposal Idea

Week 2: September 5

Grantmaking as Art

Read:

Storytelling for Grantseekers – Foreword, Preface, Introduction, Chapters 1 and 2

Winning Foundation Grants – Chapter 26

Week 3: September 12

Model for Proposal Development

Week 4: September 19

Assessing Organizational Capability

Read:

Storytelling for Grantseekers – Chapter 12

Week 5: September 26

Telling Your Story

Read:

Winning Foundation Grants – Chapters 5, 6 and 16-23

Week 6: October 3

Learning Where to Look - Funding Sources

Read:

Storytelling for Grantseekers – Chapters 3 and 4

Winning Foundation Grants – Chapters 1 and 2

Week 7: Tuesday, October 10 – Columbus Day observance; no classes

Week 8: October 17

Introduction or Capacity Statement

Read:

Winning Foundation Grants – Chapters 9-15

Week 9: October 24

Purpose and/or Statement of Need

Read:

Storytelling for Grantseekers – Chapter 5

Winning Foundation Grants – Chapter 19

Week 10: October 31

Goals, Objectives and Outcomes

Read:

Storytelling for Grantseekers – Chapter 6

Week 11: November 7

Methodology, including Personnel

Read:

Storytelling for Grantseekers – Chapter 7

Week 12: November 14

Language of Numbers - Budget

Read:

Storytelling for Grantseekers – Chapter 8

Week 13: November 21

Future Funding or Sustainability Plan

Read:

Storytelling for Grantseekers – Review: Chapter 7

Winning Foundation Grants – Chapters 24 and 25

Week 14: November 28

Cover Letter, Summary and Attachments

Read:

Storytelling for Grantseekers – Chapters 9, 10 and 11

Winning Foundation Grants – Chapters 3, 4, 7 and 8

Week 15: December 5

Student Presentations and Final Assignment

Useful Web Sites:

- Federal government
www.grants.gov
- The Council on Foundations
www.cof.org
- The Foundation Center
www.fdncenter.org
- The Grantsmanship Center
www.tgci.com
- The Chronicle of Philanthropy
www.philanthropy.com