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


**Course Syllabus**


**Proposal Writing & Program Development**
**UST 410 - Section 501, 3 credit hours**


**Instructor:** Julie Rittenhouse
**Campus Phone:** 216-687-3550 and Home Phone: 216-241-4159
**Office Hours:** By appointment.
**Email address:** Use the mail function in Blackboard

**Emergency email address:** j.rittenhouse@csuohio.edu
**Please use only if you can't access Blackboard**

## Class Meetings
This is a web-based course and there is no face-to-face class meeting scheduled. The course uses Blackboard Learn as a course management system. Prior to beginning work in the course, please carefully review the information in this syllabus.

## Course Description
This is an upper-level undergraduate course (successful completion of English 102 and junior standing) 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 Materials**

The following assigned texts can be purchased (used books are available) at the CSU Bookstore.  Supplemental readings will be provided online.

Clarke, Cheryl A., **Storytelling for Grantseekers, A Guide to Creative Nonprofit Fundraising**, 2009.  This textbook can be found at Electronic Course Reserves (the Library's homepage).  All etextbooks that we have identified for all courses are listed within the first entry, E-BOOKS - Electronic editions of required textbooks /Various / Fall 2017 .

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

## **The Foundation Center**

All students are required to visit The Foundation Center's website and become familiar with this rich resource.  http://foundationcenter.org/cleveland/

Specifically, you are required to view the free webinar –
***Introduction to Finding Grants***
http://grantspace.org/course-offerings/Online-Classes/introduction-to-finding-grants

During the first half of the semester (by Week 8), you are required to make a one-time visit to the Center and its library. If your personal circumstances prevent you from meeting this requirement, please contact the Instructor.

**The Foundation Center**
Hanna Building, 1422 Euclid Avenue, Suite 1600, Cleveland
Phone: 216-861-1934 Website:  http://foundationcenter.org/cleveland

**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:

   htttp://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.

**Assignments** – Comprehensive instructions for each paper assignment can be found on Blackboard Learn – Course Content.  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

| Papers | Due Date: |
|---|---|
| Assignment – Paper 1 | October 3 |
| Assignment – Paper 2 | October 31 |
| Final Assignment | Finals Week – Date to be determined |

### Grades
Grades will be calculated as follows:

| | |
|---|---|
| Assignment 1 | 30 points |
| Assignment 2 | 40 points |
| Student Presentation | 10 points |
| Final Assignment – the Proposal | 55 points |

| | |
|---|---|
| Discussions @ 5 points each | |
| 12 weekly Discussion Posts | 60 points |

| | |
|---|---|
| Short Answer Assignments (SAA) @ 5 points each | |
| 11 SAA | 55 points |
| | **Total 250 points** |

## 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, date, 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"
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 Structure in Blackboard**
The course will be conducted online in CSU's Blackboard.  Students must log onto the Blackboard site regularly.  **Each week the Learning Module begins on Wednesday. This allows students a full weekend to complete all assignments, which are due the following Tuesday at 11:00 p.m.** The exact due dates are listed in the Learning Module and Assignments.  Late assignments will be accepted with approval of the Instructor, however, you will sacrifice a point for each day late.

The course structure in Blackboard Learn is defined in the Learning Module of the course. Here, you will find information for each week. Each week consists of the following materials and information:

- Learning Objectives
- Readings
- Summaries of the topic

**Assignments:**

➢ Short Answer Assignments (SAA) – Short answer format, covering content and weekly readings. A detailed description of the SAA can be found at the Learning Module.  Submit under "assignments" in Blackboard.

➢ Paper assignments – Designed to step you through the grantseeking process: the planning and research processes of gathering information and building a case for your proposal.  A detailed description of each paper assignment can be found at Course Content and the Learning Module.  Submit under "assignments" in Blackboard.

➢ Weekly discussions – The weekly Discussion will focus more on grantseeking issues, including the public problems/policies and will be posted on Blackboard every Wednesday.  Responses to the Discussion must be between 150-200 words in length (two full paragraphs).  A sound paragraph should consist of a minimum of five-six sentences. Submit under "Discussions" in Blackboard.

**Note:**  Unlike other online courses that allow students to work at their own pace or jump ahead, this course is designed as a series of building blocks. Each week you will have some combination of a short answer assignment, paper preparation assignment, and Discussion Post due.  Written assignments are to be "uploaded" to the assignment section in Blackboard and discussions are conducted in the discussion section (in communication tools). If you are unsure how to use these features, please use the tutorials on the eLearning website located at http://www.csuohio.edu/elearning/blackboard/index.htm

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

**Check Learning Module in Blackboard for weekly updates.
Readings, assignments, and discussions will be listed for each week.**

**Week 1:  August 30**
*Class Orientation and Proposal Idea*

**Week 2:  September 6**
*Grantmaking as Art*
**Read:**
Storytelling for Grantseekers – Foreword, Preface, Introduction, Chapters 1 and 2 Winning Foundation Grants – Chapter 26

**Week 3:  September 13**
*Model for Proposal Development*

**Week 4: September 20**
*Assessing Organizational Capability*
**Read:**
Storytelling for Grantseekers – Chapter 12

**Week 5: September 27**
*Telling Your Story*
**Read:**
Winning Foundation Grants – Chapters 5, 6 and 16-23

**Week 6: October 4**
*Learning Where to Look - Funding Sources*
**Read:**
Storytelling for Grantseekers – Chapters 3 and 4
Winning Foundation Grants – Chapters 1 and 2

**Week 7: October 11**
*Introduction or Capacity Statement*
**Read:**
Winning Foundation Grants – Chapters 9-15

**Week 8: October 18**
*Purpose and/or Statement of Need*
**Read:**
Storytelling for Grantseekers – Chapter 5
Winning Foundation Grants – Chapter 19

**Week 9: October 25**
*Goals, Objectives and Outcomes*
**Read:**
Storytelling for Grantseekers – Chapter 6

**Week 10:  November 1**
*Methodology, including Personnel*


**Week 11:  November 8**
*Evaluation*
**Read:**
Storytelling for Grantseekers – Chapter 7


**Week 12:  November 15**
*Language of Numbers - Budget*
**Read:**
Storytelling for Grantseekers – Chapter 8


**Week 13:  November 22**
*Future Funding or Sustainability Plan*
**Read:**
Storytelling for Grantseekers – Review: Chapter 7
Winning Foundation Grants – Chapters 24 and 25


**Week 14:  November 29**
*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 6**
*Student Presentations*


**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