

**Instructor: L. Ann Thompson-Kendall**
**Office Hours:** Thursdays (occasional Saturdays), 4:30 - 6:30 pm

**Email:** xxx

**Office:** Virtual via Zoom

**Cell:** xxx

### Course Description

Components of writing a grant proposal, including preparing a needs assessment, identifying goals and objectives, conducting a feasibility study, formulating a program and actions steps, developing an evaluation component, developing a budget, researching potential resources and critiquing proposals. Students participate in writing an actual proposal. Offered Fall, Spring, and Summer semesters.

Prerequisite(s): [ENG 102](#).

### Learner Outcomes, Heritage Outcomes, Performance Indicators, and Assessment Methods/Codes

LEARNER OUTCOMES/WAC'S (KNOWLEDGE & SKILLS)	*PROGRAM or GUCR LEARNING OUTCOMES: ALIGNMENT CODES	PERFORMANCE INDICATORS (EVIDENCE) (Products and Performance—Higher levels of Bloom's Taxonomy)	*ASSESSMENT METHODS/CODES
Students will learn to write a preliminary proposal summary	2,4	Identify a proposal idea; fill out proposal work sheet; summarize proposal idea	E, P, OC
Students will learn to identify and report on potential funding sources	2,4	Research possible funders; match proposal summary to funder requirements; report on possible funders	E, P, OC, internet research
Students will learn to write a proposal letter	2,4	Identify closely matched funders; fill out letter of intent questionnaire; write proposal letter; carefully edit proposal letter	E, P, OC
Students will learn to write a proposal outline which includes all pertinent documentation.	2,4	Statement of Need Questionnaire Goals and Objectives Exercise, Methods Exercise, Evaluation Planning Questionnaire, Future Funding Questionnaire, Revenue and Expense Budget, Organization Background Exercise	E, P, OC

Students will learn to write and report on a detailed proposal summary and prepare a proposal draft	2,3,4	Students will prepare presentation on all materials	E, P, OC, SR
Students will learn to peer review project drafts using granting agencies criteria.	2,3,4	Use funding agency criteria to critique proposal	E, P, OC, SR
Students will learn to prepare the completed proposal ready for submission	2,4	Carefully edit and revise proposal draft; prepare for mailing	E, P, OC, SR

\*Student Learning Outcomes (GUCRs)

1. Knowledge of the Physical World and of Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

\*\*Assessment Methods/Codes

- Selected Response (constructed tests): Code = SR
- Essay—written Code = E
- Performance (skills, products, and presentations) Code = P
- Oral communication (interviews, conferences, oral examinations, formative questioning) Code = PC
- Self-reflection Code =SRF



- Recalling relevant knowledge from long term memory
- Making sense of what you have learned.
- Use the knowledge gained in new ways.
- Breaking the concept into parts and understanding how each part is related to another
- Making judgements based on a set of guidelines.
- Putting information together in an innovative way.

## Texts, Materials, and Technology

Text(s) via the [Heritage Bookstore](#):

Title: Winning Grants Step by Step

Author: O'Neal-McElrath, Tori

ISBN-13: 978-1-119-54734-1

ISBN-10: 1-119-54734-2

Edition/Copyright: 5<sup>th</sup> edition, 2019

Publisher: Jossey-Bass, Inc.

**Supplements:** Posted in each unit (free).

**Technology:** Reliable internet connection is required. Helpful but not required: headphones with microphone.

## Assignments and Grading

Assignments	ENG 410	ENG 510
<b>Worksheets (9 x 5 points each)</b>	45 points	45 points
<b>Written assignments (4)</b>	40 points	40 points
<b>Forums (8 x 5 points + 1 peer review forum x 10 points)</b>	50 points	50 points
<b>Undergraduates: Proposal Summary + Presentation</b>	50 points	N/A
<b>Graduates: Complete Proposal + Presentation</b>	N/A	100 points
<b>Total all assignments</b>	<b>195</b>	<b>245</b>

Grading Scale	
A+ 97 to 100%	C+ 77 to 79.99%
A 94% to 96.99%	C 74 to 76.99%
A- 90 to 93.99%	C- 70 to 73.99%
B+ 87 to 89.99%	D+ 67 to 69.99%
B 84 to 86.99%	D 64 to 66.99%
B- 80 to 83.99%	D- 60 to 63.99%
	F 0 to 59.99%

## Course Guidelines and Expectations

**Course Goals:** Successful grant acquisition requires specialized skills in research, organization, writing and follow-up. This course will address these issues as a *real-time grant writing process*, beginning with initial contact with a nonprofit organization through creating a full grant proposal. Timeliness will be key in this

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course, as grants are time sensitive and deadline driven. *Meeting assignment deadlines is required as it is part of the grant writing process.*

**Course Objectives:** Specific course objectives will include the following:

- Developing a proposal idea
- Identifying potential grant funders
- Defining goals and objectives
- Preparing a plan of action
- Preparing a program budget
- Developing and write the grant components
- Editing, revising and critiquing the proposal
- Preparing and presenting a proposal presentation

**Course Expectations:**

***As your instructor, from me you can expect:***

- Twice-weekly all-class emails (Monday and Thursday) with notes, reminders and links to office hours.
- I will check email at least every 24 hours (Monday – Friday, most Saturdays but Sundays is my day of rest). I usually check email three times daily – so an answer to your questions is never far away.
- I will provide feedback as quickly as possible – for short assignments, this is usually a couple of days and for longer assignments this is generally one week from the due date. I grade papers in blocks, and post grades for an entire set/class at the same time.

***As a student, for this class I expect:***

**Notes:** **Meeting deadlines for assignments is essential** in this course to understand the following: a) the process of grant writing and b) to receive maximum credit possible for each assignment.

- All papers will be typed, single-spaced (unless otherwise noted), with standard one-inch margins prepared on a computer.
- Granting agencies expect conventional grammar, punctuation and spelling rules to be followed, as well as a clear, concise, readable yet professional style.
- Your papers should be formal and follow the conventions of professional writing.
- If you need assistance editing your papers (most people do), have your papers proofread at the Academic Skills Center or contact me for assistance. *Funders will often reject proposals based on typos or equations that are inaccurately calculated– proofread before submitting assignments*

**Assignments:** All assignments are to be turned in via MyHeritage; a complete list of assignments is available in the Assignments tab and in each unit. Assignments for this class will consist of **research, worksheets, papers and discussions** that lead to a completed grant proposal; this course will be graded based on these assignments.

**Citation Style:** MLA 8

## Course Schedule

**\*\*Notes\*\* PLEASE SEE COURSE SCHEDULE DETAILS ON PAGES 7-11**

**Schedule:** This schedule is built to accommodate editing time to simulate the real grant writing process. When work is submitted via Coursework, I will read and often comment on improvements to provide you with feedback that you may then use to update and edit your work, for possibly a second submission. Grant writers often work in teams, with colleagues from other departments or agencies – and group editing, such as our class process simulates, is routine.

### **The Foundation Center’s Cooperating Collections**

The **Yakima Central Library, the Redmond Regional Library and the Seattle Public Library-Downtown** are Foundation Center Cooperating Collections; in total there are over 300 collections around the country so if you are outside of Washington, let me know and I can facilitate a contact for you. Librarians at each location are available to show you software created for grant research and I highly recommend a trip to a location. All resources are free at these libraries and you can email lists to yourself for follow-up. This link provides more information: <http://grantspace.org/find-us>. **If you are located outside of WA state, other locations are available – please email me for details.**

**Forum Participation:** *Always post once and respond twice.*

The forums in this class provide students with the opportunity to share ideas and workshop drafts of various materials we will be creating. This process helps to focus on the importance of needs statements, 50-word statements (elevator pitches) and other assignments – participation greatly improves with writing the final grant application. I encourage everyone to over-participate in the forums – read as many entries as possible from other students and comment.

### **Course Outline & Assignments**

All coursework and assignments are listed here as well as in MyHeritage. **All students complete all assignments; additional requirements for graduate students are noted in each unit. Check Coursework for dates of each unit and assignment deadlines.**

- This course is also available in an eight-week format, please contact me for due dates if you are enrolled in the short semester course.
- New readings will be posted as news takes place on timely grant writing topics, see the weekly class email for postings and relevant topics that will help you learn more about this area of writing.
- Most weekly Lesson Introductions will include, in Handouts, worksheet or written assignment samples.
- **Links may move or change after this syllabus is published – be sure to read Weekly Updates (Monday/Thursday) for any updates/additions.**

## **Attendance**

**Monday mornings I will report attendance. In this online class, attendance is measured by timely (on-time) submission of assignments each Sunday night. There will always be an assignment due on Sunday nights.**

Regular attendance and participation in classes is expected and considered essential for successful academic work. Attendance will be documented every class and/or discussion period for face-to-face

courses. For online courses, weekly online assignments are due on assigned days and times to confirm attendance. Late assignments are like missing class. **If an unavoidable absence occurs or emergency, communicate as soon as possible.** Contact me in advance to make arrangements, or as soon as possible for emergencies, and take responsibility for the class work missed.

Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu). However, if I do not hear from you, the *Heritage University Catalog* attendance policy states “a faculty member may recommend an administrative withdrawal [from a course] whenever a student misses two consecutive class sessions and does not contact the instructor.” Prior to any such action, I will submit a Faculty Advocacy request asking Student Affairs to contact you. Your success in this class is my primary goal, and I look forward to seeing you at every class session.

#### **Reasonable Accommodation for Religious Holidays**

Consistent with Heritage University’s mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

## **Support and Resources**

#### **Tutoring at the Academic Skills Center**

The Academic Skills Center (ASC) at Heritage University is committed to academic excellence and provides services that are accessible to all students. We strive to provide safe and welcoming spaces, both physical and virtual, where students can access study resources and tools to support their learning. Tutoring, both online and face-to-face, is provided for all major subjects including mathematics, science, writing, history, social science, and critical thinking.

The ASC is located in the Kathleen Ross Building. There, students can find a study space to work, study in small groups with tutor support, receive one-on-one tutoring, and use computers. These services are available by drop-in or appointment. In addition to working with HU tutors, the ASC also provides access to an additional service that connects students with professional tutors 24 hours a day/7days per week through a service called Smarthinking.

To view our schedule, make an appointment, drop-in for tutoring with an HU tutor, or to access Smarthinking visit the ASC page at [https://myheritage.heritage.edu/ICS/Student\\_Services/Academic\\_Skills\\_Center/](https://myheritage.heritage.edu/ICS/Student_Services/Academic_Skills_Center/). To learn more about any of these services, call the ASC at (509) 865-8517 or email us [ASC@heritage.edu](mailto:ASC@heritage.edu).

#### **Library**

The Donald K. C, North Library provides students, staff, and faculty access to scholarly research resources. Students can access approximately 100 databases to search articles from scholarly/academic journals, magazines, newspapers, ebooks, and more. The Library is divided into three zones. One for talk, another for quiet conversation, and the third for silent study. Two study rooms are available for students to reserve. In addition, laptops and tablets, are also available to check-out.

The librarians are here to assist you! <http://libguides.heritage.edu/friendly.php?s=librarystart>

The librarians can help you locate, select, evaluate, and cite appropriate sources for your research and assignments. For research and general assistance, feel free to stop by. You may also contact a reference librarian by phone at (509) 865-8520, email ([Library@heritage.edu](mailto:Library@heritage.edu)), or online chat. Students outside of the area may also schedule a video conference with a librarian. The Library is open Monday-Thursday from 8 a.m. – 8 p.m. and Fridays 8 a.m. – 5 p.m. and is located in the Kathleen Ross, snjm Center. Hours may be adjusted around mid-term and final exam weeks. To access the online research databases from an off-campus location, you will be prompted to log-in with your MyHeritage account.

### **OCICU Appeals Process**

OCICU students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact Dr. Loren Schmidt ([schmidt\\_l@heritage.edu](mailto:schmidt_l@heritage.edu)) AND HU's OCICU Liaison, SaraBecca Martin ([martin\\_s@heritage.edu](mailto:martin_s@heritage.edu))

### **Credit Hour Requirements**

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog:

[http://catalog.heritage.edu/content.php?catoid=12&navoid=867#credit\\_hour\\_semester\\_definitions](http://catalog.heritage.edu/content.php?catoid=12&navoid=867#credit_hour_semester_definitions)

## **Academic Honesty**

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it.

Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student's file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty. See

[http://catalog.heritage.edu/content.php?catoid=12&navoid=867#academic\\_honesty\\_policy](http://catalog.heritage.edu/content.php?catoid=12&navoid=867#academic_honesty_policy)

## **Campus Security & Safety**

In an emergency, call 911. If you need campus security assistance, please call 509-865-8555 or ext. 8555 from any campus landline or email: [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). For a list of Campus Security services and Crisis Response Steps, please go to this link: <http://www.heritage.edu/safety-security/> or reference the posted Campus Safety Boards located in each building.

**RAVE Alert:** The University uses Rave Mobile Safety to provide an emergency alert and notification system capable of delivering messages to University staff, faculty, and students' email addresses and cell phone numbers. These messages include campus emergencies, inclement weather, and closures as they pertain to the entire campus community. Register by logging into <http://www.heritage.edu/safety-security/emergency-action-plan/rave-alert/>.

## **Accommodations**

Americans with Disabilities Act of 1990 (ADA Policy): The current law of the Americans with Disabilities Act of 1990, states that "a disability can be a physical or mental impairment that substantially limits one or

more major life activities of an individual. The ADA law prohibits discrimination and ensures that individuals with disabilities have the same opportunities to participate in the mainstream of American life – to enjoy employment, education, to purchase goods, to participate in State and local government programs and services.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with documented disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment.

**Contact Information:**

Yovanna Cook, MSW. Mental & Social Health Counselor / ADA Specialist

Office: 509-865-8544, Cellphone: 760-208-8825

Fax: 509-865-8693

E-mail [OfficeofAbilityServices@heritage.edu](mailto:OfficeofAbilityServices@heritage.edu)

Violet Lumley Rau Building, Office #1714

For more information about student ability services on campus, please click on the hyperlink below:

<http://www.heritage.edu/Current-Students/Office-of-Ability-Services>

**Detailed Course Schedule: See MyHeritage for due dates**

**UNIT 1: GETTING STARTED WEEKS 1-3**

**WEEK 1: GETTING STARTED, INTRODUCTIONS**

**Watch:** *Introduction to Proposal Writing* from the Foundation Center (27 minutes): <https://www.youtube.com/watch?v=F1NhEhovepA>

**Read:** Introduction chapter in *Winning Grants*

**Complete:**

- **Check-in Forum (via google form)**
- **Read:** Lesson Introduction and the Introduction in *Winning Grants Step-by-Step* (pages 1 -11)
- **Watch:** *Introduction to Proposal Writing* from the Foundation Center (27 minutes)
- **Forum 2:** Identify a **nonprofit** agency/organization, school, government agency, tribal organization or program (could be a program within Heritage for instance) for which you could develop a proposal; this could be an agency you work or volunteer for (a nonprofit organization, a school you teach at, or a nonprofit you're interested in, many options), or have an interest in knowing more about. ***If you'd like assistance with this, I maintain a list of nonprofits that are willing and interested in working with students.***

**WEEK 2: NONPROFIT ORGANIZATION CHOICE**

**Complete:**

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- **Worksheet 9.1:** Organizational Background. Submit via Coursework.
- **Forum: Write a solid** paragraph description of the organization you will be working with over the semester. Include the organization's mission, programs and your interest in or connection to this organization.
- **Plan:** You'll need to arrange a time to interview a leader from the organization of your choice. This could be staff or a board member. Be sure to begin this assignment this week including: appointment and interview if possible. During Week 3, you'll be submitting a two-page written summary of the interview.

### WEEK 3: CONTEXT OF GRANT WRITING

#### Watch:

- *The Grantwriting Process*, video by Jessica Venable from Virginia Commonwealth University's Office of the Vice President for Research and Innovation, on the grant writing process and the content of a grant: <https://www.youtube.com/watch?v=hFBRgiyTt7E> (approx. 25 minutes)
- Census Data in Washington video via <http://quickfacts.census.gov/qfd/states/53000.html>.

#### Complete:

- **Write: Nonprofit Interview.** Two-page interview with nonprofit leader from your chosen organization. This is critical to develop your proposal idea – what does this organization need grant funds for? You may write this interview in narrative form, or question/answer. Be sure to adhere to all mechanical conventions. Format can be Q & A or a summary of your interview. Submit via Coursework.

### UNIT 2: WEEKS 4-5: PROPOSAL IDEAS

#### WEEK 4: PROPOSAL IDEA

#### Read:

- Steps 1 and 3 in *Winning Grants*

#### Watch:

- Getting Started video via the Foundation Center at <http://foundationcenter.org/getstarted/tutorials/shortcourse/need.html>

#### Complete:

- **Worksheet 1.1:** Proposal Idea Questionnaire. Upload to Coursework.
- **Write: One-page memo to your hypothetical director and fellow staff outlining your program idea.** Include all proper memo formatting, why your idea is important and why your organization

is ideal to take on this idea. Write in a convincing manner as this is a good place to use persuasion. Submit via Coursework.

- **Forum:** Create a 50-word description about your proposed project for discussion.

### WEEK 5: STATEMENT OF NEED

#### Watch:

- From Stanford Biodesign on creating needs statements: <https://www.youtube.com/watch?v=Id3TbxCPtB4>
- Also from Stanford Biodesign, excellent summary on what a needs statement should include and how statements can go awry (and how to fix): <https://www.youtube.com/watch?v=WPHmp7Q6I10>

#### Complete:

- **Worksheet 3.1:** Statement of Problem Questionnaire. Upload to Coursework.
- **Forum:** *One paragraph* (single-spaced) statement of need.

### UNIT 3: WEEKS 6-7: GOALS, METHODS, OBJECTIVES

#### WEEK 6: GOALS

#### Read:

- Steps 4 and 5 in *Winning Grants*
- From the *Foundation Center's* website, the Goals section of this page: <http://foundationcenter.org/getstarted/tutorials/shortcourse/project.htm>
- From the *Nonprofit Times*: <http://www.thenonprofittimes.com/news-articles/grants-outputs-versus-outcomes/>

#### Complete:

- **Worksheet 4.1** Goals and Objectives. Upload to Coursework.
- **Forum:** One paragraph goals and objectives summary for discussion. Be clear when indicating your goals versus objectives.

#### WEEK 7: METHODS

#### Complete:

- **Worksheet 5.1** Methods. Upload to Coursework.
- **Forum:** One-paragraph methods summary for discussion. Be sure to align your methods to your goals/objectives from last week.

#### UNIT 4: WEEK 8 FINANCE/BUDGETS

##### Read:

- Lesson introduction, including links regarding budgeting. Budgeting is often a tough topic, be sure to ask for help in this section as needed. The book will discuss future funding as well, and while we won't be researching that potential in class, it is good to keep these ideas in mind.
- Steps 6, 7 and 8 in *Winning Grants*

##### Watch:

- *The Foundation Center's* Introduction to Budgets: <https://www.youtube.com/watch?v=YyUer7iR1SE> (approx. 26 minutes)

##### Complete:

- **Worksheet 8.1:** Revenue & Expense. Upload to Coursework.
- **Forum:** One-paragraph narrative budget summary for discussion. Include all relevant numbers for your project budget.

#### UNIT 5: WEEK 9 EVALUATION AND PLANNING

##### Read:

- Sample Evaluation Plans from the Bossier Parrish Community College: <https://www.bpcc.edu/grantsexternalfunding/documents/sampleevaluationplans.pdf>
- Sample project budgets listed in Handouts
- "Doing Data Right" from the *Chronicle of Philanthropy* in Handouts
- "Making Measurement Work" also from the *Chronicle of Philanthropy* in Handouts

##### Complete:

- **Worksheet 6.1:** Evaluation and Planning. Upload to Coursework.
- **Forum:** One-paragraph description of your evaluation plan. See the forum for specific items to include in your description.

#### UNIT 6: WEEKS 10-13 THE PROPOSAL

##### WEEK 10: LETTER OF INTENT

##### Read:

- Steps 2 and 10 in *Winning Grants*

- From the *Foundation Center* on Letters of Intent/Inquiry: <http://grantspace.org/tools/knowledge-base/Funding-Research/proposal-writing/letters-of-inquiry>
- From the *Foundation Center* on the Executive Summary (scroll to section): <http://foundationcenter.org/getstarted/tutorials/shortcourse/summary.html>

**Complete:**

- **Worksheet: 2.1:** Letter of intent. Upload to Coursework.
- **Worksheet 10.1:** Summary questionnaire. Upload to Coursework.
- **Write:** One-page letter of intent. Submit via Coursework.

**WEEKS 11-12-13: EXECUTIVE SUMMARY & GRANT PROPOSAL**

**Complete:**

- **Write:** Executive summary, one page single-spaced. Submit via Coursework.
- **Write:** Using the template complete all grant application sections for your chosen agency utilizing all written work generated this semester in worksheets, interviews, etc.
  1. **Peer Review Forum: Post your grant proposal draft to the forum by 11/3/2019, midnight.** You'll be reading one student paper and commenting via the forum with your response. **Post your comments no later than 11/10/2019, midnight.**
  2. **Complete and Upload Edited Grant Proposal:** After completing your edits per the peer review, upload your completed proposal to Coursework by 11/17/2019.

**UNIT 7: WEEKS 14-15: PRESENTATION/VISIT**

**Create:**

- **Presentation:** Prepare and present a power point presentation based on your final grant proposal (short form for undergraduates, full proposals for graduates). Scheduling is available through the Presentations forum. In most cases, a funder will complete a site visit before making a funding decision; the presentation takes the place of an in-person site visit. **Dates for live online presentations will be posted in the Presentation Forum.**

**Write:**

- One-page formal thank you letter. For our purposes, we will be assuming that your grant proposal receives funding. Submit via Coursework.
- One-page press release announcing receipt of funding, examples provided in weekly introduction. Submit via Coursework.

**Congratulations!**

