Special Topics: Grant Writing for Nonprofits– Fall 2014

CRN 1936 – CMM 677 - 101   Class 6:30-9:00   Smith Hall 261

Instructor: Dr. Barbara J. Tarter (tarterb@marshall.edu)
Classroom: Smith Hall 261
Main Office: Smith Hall 257 (304) 696-6786
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Office Hours**

TIME	Monday	Tuesday	Wednesday	Thursday
12:00-1:00	**Faculty Senate Executive Committee** (9/15; 10/13; 11/10; 12/1)		**Office Hours 12:00-1:00** (May have faculty meeting or Huntington City Mission Meeting)	
1:00-2:00	**Office Hours 1:00-2:00**	**Office Hours 1:00-2:00**	**Office Hours 1:00-2:00**	
2:00-3:00	**Persuasion 2:00-3:15 (Smith 261)**	**First Year Seminar 2:00-3:15 (Smith 263)**	**Persuasion 2:00-3:15 (Smith 261)**	**First Year Seminar 2:00-3:15 (Smith 263)**
3:00-4:00 4:00-5:00	**Office Hours 3:15-4:45**	**Office Hours 3:15-4:15**	**Office Hours 3:15-4:15**	**Office Hours 3:15-5:15** Except for Faculty Senate Days (9/25; 10/23; 11/29; 12/11)
6:00-6:30	**Office Hours 6:00-6:30**			
6:30-7:00 7:00-8:00 8:00-9:00	**Grant-Writing-Graduate Class 6:30-9:00 Smith (261)**	**Tri-State Literacy Tutor (6:30-8:30)**		

**If the current office hours do not meet your needs, please let me know and additional times can be made available.

Textbooks:

Clarke, C. A. (2009). *Storytelling for grantseekers: A guide to nonprofit fundraising*. San Francisco, CA: Jossey-Bass.

Miner, J. T., & Miner, L. E. (2013). *Proposal planning & writing* (5th ed.). Santa Barbara, CA: Greenwood.

Smith, N. B., & Works, E. G. (2012). *The complete book of grant writing*. Naperville, IL: Sourcebooks Inc.

This course is a Special Topics course focused on learning the complex steps of grant writing. The course requires the application of communication skills throughout the grant process and will include analyzing the grant seeking organization for strengths and weaknesses related to grant seeking; exploring potential foundations and their corresponding grants; providing a step-by-step process for obtaining a grant; and exploring and interacting in a grant evaluation process.

Communication Program Student Learning Outcomes
1. Understand basic concepts associated with the primary theories of communication.
2. Write a clear, concise, and reasoned paper on topics dealing with the concepts of communication.
3. Understand the research literature underlying the discipline of communication.
4. Demonstrate speaking competencies by composing a message; provide ideas and information suitable to the theory and audience.
5. Basic understanding of the nature of scientific inquiry, as applied to human behavior.
6. Familiarity with the four research methods commonly used to study human communication behaviors.
7. Greater skill in analytical thinking and writing.
8. Demonstrate "sense-making," the ability to apply knowledge to lived experience.

Relationships among Course, CMM Program, and MU Degree Profile Outcomes

Course Outcomes	How Accomplished in this Course	How Evaluated in this Course	Program Outcomes	Degree Profile Outcomes
Students will locate resources supporting a need for the grant proposal	Classroom Discussion; Readings; Discussion Prompts; Lectures	Resource Needs Notebook; Draft Grant Proposal; Final Grant Proposal	5	Inquiry-based thinking
Students will analyze the staff, clients, and programs of a nonprofit organization to determine strengths, weaknesses and greatest needs.	Survey Tools; Interviews; Observation; Classroom Discussions; Lectures; Discussion Prompts; Readings	Organizational Analysis; Draft Grant Proposal; Final Grant Proposal	2, 8	Analytical inquiry
Students will combine the knowledge of the nonprofit organization with the mission and focus of the grant funder to generate an effective grant.	Guest Speakers; Discussion Prompts; Lectures; Classroom Interaction; Readings	Potential Grant Funders; Project Plan and Evaluation; Project Budget; Draft Grant Proposal; Final Grant Proposal	2, 7, 8	Integrative thinking Communication Fluency
Students will effectively apply the application of specific grant criteria to a variety of grants	Classroom Interactions; Lectures; Discussion Prompts; Readings;	Reviewers Evaluations; Draft Grant Proposal; Final Grant Proposal	4, 5, 7, 8	Communication Fluency Analytical Inquiry
Students will investigate the needs of the client population as they relate to current research and data related to the grant topic.	Classroom Interactions; Discussion Prompts; Readings	Resource Needs Notebook; Potential Grant Funders; Draft and Final Grant Proposal	1, 2, 3, 8	Broad Integrative Knowledge; Specialized Knowledge Communication Fluency

Assignments:

Date*	Topic	Readings	Assignments
August 25, 2014	Welcome to the Grant Process	Clark (Introduction & Chapter 1) Smith & Works (Chapter 5) Miner & Miner (Chapter 1) **Blackboard Readings**	
September 1, 2014	Labor Day – University Closed		
	Parts of a Grant "Just the basics" Preproposal Contacts Using a Logic Model	Smith & Works (Chapter 6) Miner & Miner (Chapter 5 & 6) **Blackboard Readings**	**Discussion Questions**
September 15, 2014	The Organization "Knowing the Organization is a key to grant success"	**Blackboard Readings**	**Discussion Questions**
September 22, 2014	The Proposal "What is it that you are trying to accomplish"?	Clark (Chapter 4) Smith & Works (Chapters 9 & 10) **Blackboard Readings**	**Discussion Questions** **Organizational Analysis**
September 29, 2014	Locating Grants "Where do I start"? Review Grant Guidelines and Applications "Match the needs of your Organization to the needs of the Foundation"	Clark (Chapters 2 & 3) Smith & Works (Chapters 2 & 3) Miner & Miner (Chapters 2, 3 & 4) **Blackboard Readings**	Foundation Center **Meet at the Cabell County Library** Speaker: Ms. Mary Lou Pratt

October 6, 2014 Developing a Need for the Program I need to stop talking about writing and actually write something.	The Need for the Program "Why should the foundation care"? Establish a Clear Timetable	Clark (Chapter 5) Smith & Works (Chapter 7) Miner & Miner (Chapter 7) **Blackboard Readings**	**Discussion Questions** **Potential Grant Funders**
October 13, 2014 The Plan	The Plan	Clark (Chapter 6) Smith & Works (Chapters 4 & 5) Miner & Miner (Chapters 8 & 9)**Blackboard Readings**	**Discussion Questions**
October 20, 2014 The Evaluation of the Program Grants Research Data Evaluation	The Evaluation of the Program	Clark (Chapter 7) Miner & Miner (Chapter 10) **Blackboard Readings**	**Discussion Questions** **Resource Needs Notebook**
October 27, 2014 The Budget	The Budget	Clark (Chapter 8) Miner & Miner (Chapters 12 & 13) **Blackboard Readings**	**Discussion Questions** **The Project Plan & Evaluation**
November 3, 2014 The Abstract/ Letters of Support	The Abstract Letters of Support	Smith & Works (Chapter 8) Miner & Miner (Chapters 14, 15 & 16) **Blackboard Readings**	**Discussion Questions** **The Project Budget**

November 10, 2013 The Review Process	The Review Process	Miner & Miner (Chapter 17) **Blackboard Readings**	**Discussion Questions** **The Draft Grant Proposal** **(2 copies)**
November 17, 2014 Reviewers Evaluation		Clark (Chapter 4) Smith & Works (Chapters 9 & 10) **Blackboard Readings**	**Discussion Questions** **Reviewers Evaluation**
November 24, 2014 – November 29, 2014 **Thanksgiving Holiday**			
December 1, 2014	Reviewing the Reviewers	**Blackboard Readings**	
December 8, 2014 Final Grant	Final Exam Time		**Final Grant**

*Please note: the syllabus is subject to change with the needs of the class and the instructor.

Assignments:

Organizational Analysis: This eight (8) to ten (10) page paper should discuss the mission of the organization; the population served; the organization's history; the needs of the organization; the goals and objectives of the organization; the current resources of the organization and where these are drawn; the organizational structure of the organization; and the main contact person.   (15% of final grade)

Potential Grant Funders: Students should locate at least five potential funders of grants that would match the needs of the organization and the mission of the foundation. In addition, special attention should be given to the funding amounts, the grant submission deadline, the format for the grant, and the grant type.

This document should include any pre-proposal contact you made with potential organizations.   (10% of final grade)

Resource Needs Notebook: This notebook should focus specifically on the needs of your organization and should include news articles, research studies, statistical information about the population served, organizational material, and other documents that will be used in supporting the organization's needs.

Since these documents will be submitted electronically, all paper copies will need to be scanned into the overall document.   (15% of final grade)

Project Plan and Evaluation: The Project Plan will include the actual goals and objectives of the proposed plan and the evaluation format that will be used to assure the grant funder that the goals/objectives have been met.

(10% of final grade)

The Project Budget: The Project Budget should include the items requested by the funding organization, the existence of any other resources that will be used to fund the need and letters of support where applicable.   (10% of final grade)

The Draft Grant Proposal: The Draft Grant Proposal will be evaluated by both the instructor and two other students within the class. Students will be asked to evaluate their peer's grants by using the stipulated grant funding mechanisms provided by the funding source.

Students should bring two (2) hard copies of the grant stipulations and their grant to class. In addition, the draft grant proposal should be submitted to Blackboard on the appropriate link.

Reviewers Evaluations: Each student will be asked to evaluate two grants within the class; using the funding organizations evaluation measures.

(10% of final grade)

Final Grant Proposal: The Final Grant Proposal should be ready for submission with all required forms completed. This proposal will be completed in lieu of any type of final exam.   (15% of final grade)

Discussion Questions: Since this is a small class seminar, it is essential that you keep caught up on the readings prior to each class. Part of the grade for the class is based on how prepared you are for each classroom discussion. Please note that there is not an exam given in this class, so your knowledge of the material will be primarily addressed through this method. (15% of final grade)

Assignment

	Percent	Due Date	Grade
Organizational Analysis	**15%**	September 22, 2014	
Potential Grant Funders	**10%**	October 6, 2014	
Resource Needs Notebook	**15%**	October 20, 2014	
Project Plan and Evaluation	**10%**	October 27, 2014	
Project Budget	**10%**	November 3, 2014	
Draft Grant Proposal	**---**	November 10, 2014	
Reviewers Evaluations	**10%**	November 17, 2014	
Final Grant Proposal	**15%**	December 8, 2014	
Discussion Questions	**15%**	Entire Semester	
TOTAL:	**100%**		