

# POLS 4217 - Grant Writing for Nonprofit Organizations [Term]

## Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

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E-mail address: [xxxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxxx@xxxxx.edu)

**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

This course introduces students to the world of grant-writing and management, and provides an opportunity to experience writing actual grants. Students will learn the process of identifying prospective funders, developing relationship with funders, understanding the basics of writing grants, submitting proposals, working as a collaborative, and preparing for the followup. Students will apply course learning to write and prepare actual grant proposals.

### Prerequisites:

- POLS 1101

### Course Learning Outcomes:

By the completion of this course, students will demonstrate an understanding of:

1. The nature of philanthropic world;
2. Managing grant process;
3. Identifying the sources of grants and prospective funders;
4. Writing grant proposals effectively and concisely;
5. Building partnerships and collaboration;
6. Developing relationships with funders;
7. Developing sustainability strategies;
8. Developing program budget

## Required Text, Software, and Additional Materials

<b>Title:</b>	<i>Getting Funded: The Complete Guide to Writing Grant Proposals</i>
<b>Author(s):</b>	Susan Howlett and Renee Bourque

<b>Publisher:</b>	<b>Word and Raby Publishing</b>
<b>Edition/Year:</b>	<b>2011</b>
<b>ISBN:</b>	<b>978-0984277285</b>
<b>Type (Required/Optional):</b>	<b>Required</b>

## Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found

here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources:

Useful websites related to this course:

- Sample grants documents – Grant Space: <http://grantspace.org/tools/sample-documents>
- All about foundation grants (find funders) – Foundation Center: <http://foundationcenter.org/>
- Susan Howlett Strengthening Nonprofits: <http://susanhowlett.com/getting-funded/>

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### Tutoring:

**Smarthinking** is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any

reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## Course Format and Requirements

### Teaching Philosophy:

XXXXXXXXXXXXXXXXXXXX

### Course Requirements (Instructional Methods):

1. XXXXXX
2. XXXXXX
3. XXXXXX

### Course Schedule:

**NOTE: Schedule is tentative and may be subject to change.**

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
<b>WEEK 1</b> <b>X/X - X/X</b>	Principles of successful grantseeking (p 1-7) Chap 1: Ensuring organizational readiness Grantwriting for nonprofit organizations -Best practices Developing & submitting a nonprofit grant proposal Out of Hand Theater to Metropolitan Atlanta Arts Fund Consejo Popular de Echo Park to Agape Foundation	Module 1 Discussion
<b>WEEK 2</b>	Chap 2: Defining the need Chap 9: Composing the need statement Video: Importance of problem (WHY)	Module 2 Discussion

<p>x/x - x/x</p>	<p>Hard data and soft data: How they help you build a strong proposal</p> <p>Writing a compelling problem statement</p>	<p>Module 2 Assignment: Need statement</p>
<p><b>WEEK 3</b> x/x - x/x</p>	<p>Chap 3: Designing your project</p> <p>Chap 10: Writing the project description</p> <p>Logic model development guide</p> <p>Lincoln Literacy Council to the Cooper Foundation</p>	<p>Module 3 Discussion</p> <p>Module 3 Assignment: Project design</p>
<p><b>WEEK 4</b> x/x - x/x</p>	<p>Chap 4: Identifying potential funders</p> <p>Chap 5: Deciding how to fund your project</p> <p>Chap 6: Finding a suitable funding match</p> <p>Chap 7: Making a good first impression</p> <p>Finding funders and grants: a short version</p> <p>Finding funders and grants: a longer version</p> <p>Finding grants through online databases</p>	<p>Module 4. Discussion</p> <p>Module 4. Assignment: Identification of funders</p>
<p><b>WEEK 5</b> x/x - x/x</p>	<p>Chap 11: Designing an evaluation plan</p> <p>W.K. Kellogg Foundation's Logic Model and Evaluation Handbook</p> <p>How to write the evaluation section</p>	<p>Module 5. Discussion</p> <p>Module 5. Assignment: Evaluation strategy</p>
<p><b>WEEK 6</b> x/x - x/x</p>	<p>Chap 12: Developing the project budget</p> <p>Budget excel example</p> <p>Budget justification example</p> <p>Budget preparing</p>	<p>Module 6. Discussion</p> <p>Module 6. Assignment: Budget statement</p>
<p><b>WEEK 7</b> x/x - x/x</p>	<p>Chap 13: Establishing your qualifications</p> <p>Chap 17: Investing in ongoing relationships</p> <p>New Settlement Apartments to Charles Hayden Foundation</p> <p>New Jersey Conservation Foundation to the Fund for New Jersey</p> <p>Pivotal Point Youth Services</p>	<p>Module 7. Discussion</p>
<p><b>WEEK 8</b> x/x - x/x</p>	<p>Chap 14: Preparing supplemental documents</p> <p>Chap 15: Crafting letters of inquiry</p> <p>Chap 16: Reviewing and submitting your proposal</p> <p>Letter of Inquiry Exalt to the Blue Ridge Foundation</p> <p>Letter of inquiry Cleveland Entrepreneurship Preparatory</p>	<p>Module 8 Discussion</p>

<b>Grant Proposal</b> x/x	Your grant proposal should be submitted no later than _____
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## Grading and Standards

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Grant Proposal</b>	300 points = 30%	Students should develop and write a grant proposal to S.H.LEE Foundation. The proposal should follow the specific guidelines (RFP) for a full proposal format that the grant-maker requires. Please see the <b>“Grant Proposal to S.H. Lee Foundation” model</b> for detailed information
<b>Writing practices for the major components</b>	500 points = 50%	Students will write major parts of grant proposals. Detailed instructions and guidelines for each writing requirement will be posted accordingly; <ul style="list-style-type: none"> <li>• Module 2: Need statement (100 points = 10%)</li> <li>• Module 3: Program plan/Project description (100 points = 10%)</li> <li>• Module 4: Identification of at least three (potential) funders (100 points =10%)</li> <li>• Module 5: Evaluation (100 points = 10%)</li> <li>• Module 6: Budget statement (100 points = 10%)</li> </ul>
<b>Discussions</b>	200 points = 20%	Each week, students will discuss major issues in writing grant proposals. Discuss them based upon reading the text/materials and comment on others’ opinions.
<b>Total</b>	1,000 points = 100%	

### Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100% (900 points or higher)
- B: 80-89% (800 - 899 points)
- C: 70-79% (700 - 799 points)
- D: 60-69% (600 - 699 points)
- F: 0-59% (0 - 599 points)

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including



Late Quizzes: xxxxxxxx xxxxxxxxxxxx xxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxx xxxxxxxxxxxx xxxxxxxxxxxxxxxx

Late XXXXXXX: xxxxxxxx xxxxxxxxxxxx xxxxxxxxxxxxxxxx

## Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/index> for further details on the [eMajor Academic Honesty Policy](#).

### Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

### Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be



provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## **Cheating on Examinations**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## **Discover an Error?**

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.