English 443: Grant Writing Online

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Spring 2020

Overview

This course is designed to help you develop the knowledge and skills needed to research and write grant proposals. You will be introduced to the theory, lore, and practices of grant writing, and will work directly with a local non-profit organization to produce an actual grant proposal, as well as other proposal-related documents, for that organization. (The required Service Learning component is a critical aspect of the course.)

This course will focus on grant proposals produced by non-profit organizations, with a focus on basic foundation proposals, although the broader landscape of proposal writing includes proposals for academic research and for business. Proposal writing skills are easily transferred across disciplinary boundaries.

Please read this syllabus carefully. If you have any questions or need further elaboration, please email me or I can speak or meet with you individually to discuss your concerns. If you will need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Course Goals

The aim of English 443: Grant Writing is to help you develop a reader-centered approach to researching and producing grant proposals and related documents, using your Service Learning project - the experience of working with and writing for a nonprofit organization - as the primary vehicle for your learning. More specifically, the course is designed to help develop your ability to

- Research and write about a nonprofit's mission, programs, and activities;
- Research, analyze, and report on the range of funding sources available to an organization;
- Produce reader-centered grant proposals and related documents;
- Incorporate constructive comments from others to effectively revise draft documents; and
- Offer your colleagues helpful feedback on their writing.

Students who complete this course will be prepared to research and produce basic documents used in nonprofit fundraising, including print and online proposal narratives, cover letters and letters of intent, memos, and analytical reports.

Service Learning in Grant Writing 443

Throughout the semester, each student will work with a single community nonprofit organization, learning the process of grant writing by doing it, step-by-step.

You must propose a nonprofit agency of your own choosing as your Service-Learning site. However, all site placements must be approved in advance by the instructor. You must propose three potential sites in a written memo to me via Canvas BEFORE making any contact with the agency. If you cannot locate a suitable placement, I will assist you. An appropriate site placement is required by the end of the fourth week of classes. Please refer to "Choosing and Proposing a Service-Learning Site for Grant Writing” for more information.
IMPORTANT: All Service Learning (SL) placements for this course must be coordinated directly by or through the instructor.

Because this is a project-based service learning course, all activities related to the documents you produce for your site (these are also your course assignments) are considered part of your SL hours requirement. Therefore, you can expect to invest more than the typical total of 12-15 hours per semester encountered in many service learning courses. Much of your work - mostly writing and research - can be conducted off-site and virtually through email and telephone. Naturally, though, the more time you actually spend visiting your site, the more knowledgeable you'll be, and the better your final proposal.

BE PREPARED: Students who work full-time are strongly advised to discuss in advance with employers these course expectations for service learning. Nonprofit staff members are notoriously overworked and difficult to contact. Expect to invest time in ongoing communication - email and phone calls - with your site.

WHAT TO EXPECT: You will be working on a series of writing tasks during the semester. In each case, I will provide you with guidelines, concepts, and strategies for accomplishing the task and you will receive feedback on the writing you produce, including peer review.

IMPORTANT: This course also includes a required customized orientation to the regional Funding Information Center (FIC) hosted by Marquette University, which provides information about and access to a variety of subscription-only databases as well as print resources for philanthropy, fundraising, and the nonprofit sector. You must experience this orientation before beginning your research. The tour will be scheduled for an evening or Saturday. If you do not live in the Milwaukee area, you will need to arrange to visit the nearest Foundation Center coordinating collection in order to satisfy this requirement. Email me about this.

About the Instructor
I've taught this course at UWM since 2005, in multiple formats: face-to-face, fully online, and blended. In addition, I teach courses in business writing, technical writing, and writing for nonprofits. I am also a practicing freelance grant writer with 20+ years’ experience and success in writing foundation, corporate, state, and federal grants. Many past students have found employment in the field of nonprofit development and fundraising, including the current development director at Milwaukee’s Hunger Task Force, and others have written proposals in this course that were eventually funded. In addition, the writing skills learned in this course are transferable to industry, science, and medical settings, among others.

Most past students will tell you this is a challenging course; however, those who complete it usually feel that taking it was rewarding, even if they don't become grant writers. You'll learn practical skills from a real grant writer, you'll better understand the nonprofit sector and the unique genre of grant writing, and you'll have broader potential career options in professional and technical writing.

Office Hours: Most questions can easily be handled via email or through the class discussion forums; if not, please request an appointment via email and we'll find a mutually agreeable time to discuss your concerns.

Textbooks and Other Materials
Required for all students - available at UWM Bookstore and online retailers
• Grant Seeking in an Electronic Age, by Victoria M. Mikelonis, Signe T. Betsinger, and Constance Kampf, ISBN-13: 9780321160072; used copies available online. Although published in 2003, this is still the best textbook for grant writing, as the rhetorical theory and strategies of grant writing itself continue to be the same as when it was published.

• The Business Writer's Handbook, 11th Ed., by Alred, Brusaw, and Oliu
  ■ Please use only the latest edition! Used copies available online. This is one you will want to keep.
Grant Writing Made Simple: 87 Tips for Great Grants, by Sally Stanton and Laurie Risch
- Retail price: $16.00 (new) from Amazon; used copies are available; written to debunk grant writing myths and preconceptions and encourage new grant writers to tackle this writing genre.

Readings on class website and other handouts/electronic documents as assigned

Topics Covered in this Course
- Philanthropy and the nonprofit sector
- Strategic planning and audience analysis
- The grant-seeking process
- Researching and analyzing print and online resources
- Identifying and matching funding sponsors
- Rhetorical strategies for grant writing
- Identifying needs and writing need statements
- Common Applications/application formats
- Requests for Proposals (RFP)
- Collaborative grant writing
- Letters of intent and pre-proposals
- Designing and writing goals, objectives, and outcome statements (evaluation)
- Writing proposal narratives
- Managing the grant writing process
- Cover letters, Executive summaries and abstracts

Technologies Used in this Course
All course materials, other than required textbooks, are available on our Canvas course website. Our Canvas site and e-mail will constitute our primary modes of communication. Writing assignments must be submitted electronically using Canvas. Although Canvas can handle PDF documents, I will provide revision and grading comments only in Word-format documents using Track Changes. Please submit documents in that format for reviewing and grading. (You may also include a PDF version in addition, if necessary, to demonstrate strategic design/formatting choices that might either not be possible in Word or might be affected by file format conversion.)

E-mailed assignments are not accepted!
Reviewed or graded documents maybe returned to you either in Word format or in PDF.

In order to participate fully in the course, you will need access to the following technologies:
- Microsoft Word/Office latest version (for basic word processing, document design)
  - Please note, documents must be submitted in MS Word or compatible format. PLEASE ENSURE THAT YOUR DOCUMENTS ARE COMPATIBLE WITH WORD BEFORE SUBMITTING THEM. If I can't open it, I can't grade it.
- Microsoft Excel
- Microsoft PowerPoint
- Adobe Acrobat Reader (download latest version free at www.adobe.com)

Writing Projects, Class Activities, and Grading
Your final grade will be derived from the writing you produce during the semester and from your participation in classroom and online activities, including discussions and peer reviews, according to the percentages noted below. There will be no mid-term or final exam, so how you approach these projects and how actively you participate in online and group discussion and writing activities will determine your grade for the course. Grading will be based on the following scale: 100% - 93% = A; 92 - 90% = A-; 89 - 88% = B+; 87 - 83% = B; 82 - 80% = B-; 79 - 78% = C+; 77 - 73% = C; 72 - 70% = C-; 69 - 68% = D+; 67 - 63% = D; 62 - 60% = D-; below 60% = F
Undergraduate Student Assignments
Graded Writing Projects (700 points) - 60%
• Letter of Agreement for Service Learning (LOA) - 10% (100 points)
• Organizational Profile (OP) - 10% (100 points)
• Need Statement (NS) - 10% (100 points)
• Funding Source Report (FSR) on relevant funding sources - 10% (100 points)
• Grant Proposal (GP) - inclusive of WI Common proposal application form, proposal
  narrative, and cover letter - 30% (300 points)

Class Activities (550 points) - 40% Poor participation WILL negatively affect your grade!
• Discussions - active participation in weekly Service-Learning Discussion (both posting
  and replying), 25 points per week (300 points total)
• Peer Review - four peer reviews of others' drafts, 50 points each (200 points total)
• Professionalism - 50 points total, at instructor's discretion. Professionalism includes such
  behaviors as: submitting site proposal memo when due; meeting deadlines/due dates, including
  drafts; active participation in discussion (more than just the minimum); offering constructive
  suggestions, information, and other forms of assistance to other students through discussions and
  peer review of documents; notifying the instructor and your service learning site immediately if
  an accident, emergency, serious illness, or other critical situation arises, etc.

Graduate Student Assignments
Graduate students will must the same requirements as listed above for undergraduates. In addition, graduate
students are expected to take a leadership role in online discussions (first to post, multiple
responses to other students, including outside references and links to more information in your posts, etc.)
and complete a separate research/writing project on an approved topic of your choice as part of your class
activities grade. This may include writing an additional grant proposal for your site, or another project of your
choice. More information will be provided about this project on Canvas as the course progresses. This project will
be due near the end of the semester.

Important Information for All Students

Regular participation in online activities is a requirement of this class. Research shows that learners who
participate actively learn more, are more satisfied with their experience and receive vital, helpful feedback to
improve their writing and to develop their skills in grant seeking.

You must complete all the assigned writing work to pass the course. You will be given a schedule indicating
when each assignment is due and will be expected to submit it on time through Canvas. Do not wait until the last
minute to submit your work, to allow for unforeseen computer and Internet problems. If you do experience
problems, e-mail me immediately. I will grant extensions only under extreme circumstances, and only if you
contact me before the due date. Even if you are granted an extension, 10% of the value of the assignment will
be deducted for each day that it is late. In the world of grant writing, there is no such thing as "late." You
either meet the grantor's deadline, or you don't. If you don't, your organization will not receive funding.
Submit all required assignments on time, even if incomplete.

As would be expected in a professional setting, all written work must be carefully proofread and spell-
checked before it is submitted. If you submit work that contains numerous errors in grammar, punctuation, or
spelling, it will be returned to you for corrections before it is graded.

Present yourself as a professional

This is especially important when communicating with your nonprofit service
learning placement. Always notify your site supervisor if you expect to be late or absent from a planned
meeting or event. Honor your commitment as best you can, even when others don't honor theirs. Produce
your best quality work. Ask questions to ensure you truly understand what you need to know to be effective.
Submit your graded writing projects and peer reviews on time. Participate actively in each weekly
discussion. Offer information and assistance to your classmates. Notify me immediately if you...
encounter problems, so we can work through them together. Expect a positive learning experience!

Make use of the many resources available for grant writers, including Internet sources such as the Foundation Center, and UWM’s Writing Center.

However, as with all Internet resources, be discriminating and critical. Not everything online is up-to-date or accurate. Remember, grant writing is an art. You will learn more by doing it than just by reading about it. The bibliography below may assist you with areas not covered in this class.

Selected Bibliography

- Finding Funding: The Comprehensive Guide to Grant Writing, Daniel Barber (Bond Street Publishers, 2002).
- Writing in the Real World: Making the Transition from School to Work, Anne Beaufort (Teachers College Press, 1999).
Syllabus Addendum:
**Policy Links**

1. **Students with disabilities.** [http://www4.uwm.edu/sac/SACltr.pdf](http://www4.uwm.edu/sac/SACltr.pdf)

2. **Religious observances.** Accommodations for absences due to religious observance are available on request. [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty are available on request. [http://www4.uwm.edu/current students/military call up.cfm](http://www4.uwm.edu/current students/military call up.cfm)

4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other [unusual and substantiated cause beyond the student's control](http://www4.uwm.edu/secu/docs/other/S31.pdf), has been unable to take or complete the final examination or to complete some limited amount of term work.

5. **Discriminatory conduct (such as sexual harassment).** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [http://www4.uwm.edu/secu/docs/other/S47.pdf](http://www4.uwm.edu/secu/docs/other/S47.pdf)

6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://www4.uwm.edu/acad aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad aff/policy/academicmisconduct.cfm)

7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [http://www4.uwm.edu/secu/docs/other/S49.7.htm](http://www4.uwm.edu/secu/docs/other/S49.7.htm)

8. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [http://www4.uwm.edu/secu/ docs/other/S28.htm](http://www4.uwm.edu/secu/ docs/other/S28.htm)

9. **Other** The final exam requirement, the final exam date requirement, etc. [http://www4.uwm.edu/secu/docs/other/S22.htm](http://www4.uwm.edu/secu/docs/other/S22.htm)

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1 Supplement to UWM FACULTY DOCUMENT NO. 1895, October 21, 1993; Revised March 16, 2006; Revised January 24, 2008; Editorially Revised, 8/26/11.
Syllabus Addendum:
Credit Hours

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes "that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours" (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. This is approximately 9.6 hours per week. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a traditional, or face-to-face course, you will spend a minimum of
- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an online course, you will spend a minimum of
- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a hybrid course, you will spend a minimum of
- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes
- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at https://www4.uwm.edu/secu/docs/faculty/2838 Credit Hour Policy.pdf.
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at http://www.uwsa.edu/acss/acps/acps4.pdf.