**USCPrice**
Sol Price School of Public Policy

**Instructor:** Wenonah Valentine, MBA
**Office:** RGL 107
**Office Hours:** Thursdays, 3:30pm – 5:30pm, by appointment only
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## COURSE DESCRIPTION

This course provides students with an introduction to the field of philanthropy and defines personal inspiration and motivation as donors and grant seekers within the non-profit sector. Students will explore the history, philosophy and trends in philanthropy and will learn to connect grassroots quantitative (on line research) and qualitative (storytelling) data with individual donor giving and grant writing.

Students will engage in learning through practice. Throughout the course, students will participate in and think through practical steps by bridging human connections and community needs with resources, identifying process, outcome and impact measures and designing, implementing and reporting on solutions and evaluation for grant writing. They will build relationships by collaborating within teams and engaging with "voices from the field".

## LEARNING OBJECTIVES

By the end of this course, students will have:
1.  Increased understanding of philanthropy;
2.  Engaged in research and discussion around topics of personal philanthropy;
3.  Improved knowledge of process, outcome and impact measures;
4.  Improved capacity to prepare evaluation planning and write an original proposal; and
5.  Ability to work collaboratively within a team.

## REQUIRED READING

There are three books required for this course (listed below). Each book is available for purchase at the bookstore.
- Tierney, Thomas J. and Joel L. Fleishman (2011). *Give Smart: Philanthropy That Gets Results.* New York, NY: PublicAffairs
- Braun, Adam (2014). *The Promise of a Pencil: How an Ordinary Personal Can Create Extraordinary Change.* New York, NY: Scribner, a Division of Simon and Schuster, Inc.
- Karsh, Ellen and Arlen Sue Fox (2014). *The Only Grant Writing Book You'll Ever Need, 4th Edition.* New York, NY: Basic Books, a Member of the Perseus Book Group

## OPTIONAL MATERIALS AND RESOURCES

*Other relevant readings might be added throughout the course and will be posted on Blackboard.*

## COURSE FORMAT AND STUDENT EXPECTATIONS

This course meets once per week.  Attendance and participation are mandatory.  The expectation is to discuss the reading assignments and apply them to class projects.  The classes are intended to be interactive so that students and the instructor can learn from each other.  Students will spend a significant amount of time working in smaller groups to develop, discuss, create and critique grant writing assignments.

We will read about and discuss concepts around philanthropy, hear various perspectives and help shape one's own opinions for a personal giving mission statement. Student groups will consider one community need and use personal interests and passion to write 1) a case statement; 2) a clear, concise and measurable evaluation plan, and 3) a compelling grant proposal.  The class will focus on grassroots philanthropy and responsive foundation grant making.

If you would like to speak with the instructor before class or at another time, please ask the instructor in advance to arrange a time that accommodates everyone.

### Course Schedule: A Weekly Breakdown
***This schedule is subject to change. The syllabus will serve as a guide for this course. Classroom discussions, student interests and experiences may lead to necessary adjustments along the way and ensure that the course supports the highest level of learning and productivity.*

| Week | Topics/Daily Activities | Readings to do for Following Week | Exercises and Homework |
|---|---|---|---|
| **Week 1**<br>August 25th | Introductions<br>Course Overview<br>Personal Philanthropy Exercise | *The Promise of a Pencil* | Read chapters 1 - 8 |
| **Week 2**<br>September 1st | Exploring Philanthropy<br><br>Types of Funders and Support<br><br>Overview of Class Project #1 | *The Promise of a Pencil*<br><br>*The Only Grant Writing Book You'll Ever Need* | Read chapters 8 – 10<br><br>Read pages 1 – 13<br><br>"What is Philanthropy**?"**<br>(CLASS PROJECT #1) |
| **Week 3**<br>September 8th | **CLASS PROJECT #1 DUE -** Student Presentations of "What is Philanthropy?<br><br>Discuss Promise of a Pencil<br><br><br><br><br><br>Introduction to grant writing Components of process, outcomes measurements | <br><br><br>Complete *The Promise of a Pencil* and discuss<br><br><br><br>*The Only Grant Writing Book You'll Ever Need* | <br><br><br>Complete *Promise of a Pencil*, read discussion questions and be ready to answer questions 1, 2, 6, and 12. Consider your passions and interest regarding purpose-driven work.<br><br>Read Lesson 2 |
| **Week 4**<br>September 15th | Discuss Questions from *The Promise of a Pencil*<br><br>Strategic Philanthropy<br><br>Getting Ready for Grant Writing<br>Overview of Class Project #2 – Identify and present about an inspiring philanthropist | <br><br><br>*Give Smart*<br><br>*The Only Grant Writing Book You'll Ever Need* | <br><br><br>Read pages 1 – 48<br><br>Read Lessons 3 and 4<br><br><br>"Inspiring Philanthropist" project (CLASS PROJECT #2) |

| Week | Topics/Daily Activities | Readings to do for Following Week | Exercises and Homework |
|------|------------------------|-----------------------------------|------------------------|
| **Week 5** September 22nd | **CLASS PROJECT #2 DUE -** Student presentations of "Inspiring Philanthropist" projects<br>Begin research for your grant writing project<br><br>Identifying your grant writing project<br>Letter of Inquiry<br>Aligning mission with request<br>Begin Research for a topic<br>Building Relationships<br><br>Overview of Class Project #3 Assignment – research issues and identify questions | *Grant Writing Book*<br><br>*Give Smart* | Read Lesson 5<br><br>Read Chapter 2<br><br>Self-guided research on your grant topic<br><br>Overview of Class Project #3 Assignment – research issues and identify questions |
| **Week 6** September 29th | **CLASS PROJECT #3 DUE** – Brief research summaries on research topics followed by Q and A with peers<br><br>Grant Writing Skills<br><br>Discuss Class Project #2 - Share your independent research on grant topic with class | *Grant Writing Book*<br><br>*Give Smart* | Read Lessons 6, 7, 8<br><br>Read Chapter 3 |
| **Week 7** October 6th | Writing your grant<br>Goals and Objectives<br>Developing your Budget and Budget Narrative | *Grant Writing Book* | Read Lessons 9, 10, 11, 12, 13, 14<br>Write 5 questions you have regarding grant-writing? |
| **Week 8** October 13th | Field Work Guidelines<br>Overview of Class Project #4<br><br>*Voices From the Field #1* | TBD based on projects<br><br>Guest speakers share about grant writing and grant processing | Prepare for field work |
| **Week 9** October 20th | FIELD WORK – Visit organizations and/or events in your topic area<br>Who are you representing?<br>Why is this grant necessary?<br>What are you asking for?<br>Where are you going to send your proposal?<br><br>*Voices From the Field #2* | Guest speakers share about grant writing and grant processing | CLASS PROJECT #4 - Write a 2-page paper on your field work experience as per the guidelines (to be distributed by October 13th) |

| Week | Topics/Daily Activities | Readings to do for Following Week | Exercises and Homework |
|---|---|---|---|
| **Week 10** October 27th | **CLASS PROJECT #4 Due –** share your field work experiences with the class Q and A<br><br>*Voices from the Field #3* | Guest speakers share about grant writing and grant processing | Share field work experiences with class, what you learned, challenges, surprises and next steps |
| **Week 11** November 3rd | *Voices from the Field #4* | Guest speakers share about grant writing and grant processing | Work on your proposal, including the cover letter, rationale, context, request, work plan, evaluation, sustainability plan, budget and other necessary elements |
| **Week 12** November 10th | Proposal element review and Q and A with Instructor | Grant Writing Book and other resources, depending on your project | Revise elements of your proposal as per peer and instructor suggestions |
| **Week 13** November 17th | Evaluation and Reporting Designing an evaluation tool that can capture process, outcome or impact measures. | Grant Writing Book | Finalize proposal, plans for submission and reporting. Prepare final proposal to submit with on Dec. 1st when group presentations are due. |
| **Week 14** November 24th | **NO CLASS –** Happy Thanksgiving | | Work on proposals and final presentation |
| **Week 15** December 1st | Group Presentations | | Receive final exam instructions and review readings |
| **FINAL** December 8th | FINAL EXAM Personal Philanthropy and Grassroots Grant Making | | Complete final exam and course evaluations |

## Grading Breakdown

| Grade % | Assignment | Due Dates (s) |
|---|---|---|
| **35 %** | **Group Presentation**<br>• Concept Paper (5%)<br>• Final Proposal (15%)<br>• Presentation (15%) | 12/1/2016 |
| **25 %** | **Class Projects**<br>• Four 2-page papers (may submit up to five; lowest grade will be dropped) | 9/8/2016<br>9/22/2016<br>9/29/2016<br>10/27/2016 |
| **25%** | **Class Participation**<br>• Individual Contributions<br>• Group Interactions<br>• Questions, Comments, General Discussion<br>• Engagement with Guest Speakers | Ongoing |
| **15%** | Final Exam | 12/8/2016 |
| **100%** | Total | |

**GRADE DISTRIBUTION TABLE**

| **A** 93 – 100% | **B+** | 88 - 89% | **C+** | 78 - 79% | D+ | **D+** | 68 - 69% | F | **F** | 59 - 0% |
| **A-** 90 – 92% | **B** | 83 - 87% | **C** | 73 - 77% | D | **D** | 63 - 67% | | | |
| | **B-** | 80 - 82% | **C-** | 70 - 72% | D- | **D-** | 60 - 62% | | | |

**POLICIES**

**Assignment Submission Policy**
All assignments that are due over the course of the semester are handed in at the **beginning** of the relevant class session. Only the final group presentation which is due by **12 noon** on **December 1, 2016** can be emailed to the professor.

**Incomplete Assignment Policy**
**IN Incomplete** is assigned when work is not completed because of documented illness or other "emergency" occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar's Note: Recommended definition of emergency: "A situation or event which could not be foreseen and which is beyond the student's control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent semesters, since the completion of the incomplete should be the student's first priority.

**Statement for Students with Disabilities**
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 7400776 (Phone), (213) 740-6948, (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

**Statement on Academic Integrity**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own.

All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](www.usc.edu/scampus) or [http://scampus.usc.edu](http://scampus.usc.edu)) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* [https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions).  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Emergency Preparedness/Course Continuity in a Crisis**

If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information [http://emergency.usc.edu](http://emergency.usc.edu)* will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technologies.

**ACADEMIC CONDUCT**

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* [http://equity.usc.edu](http://equity.usc.edu)  or to the *Department of Public Safety* [http://adminopsnet.usc.edu/department/department-public-safety](http://adminopsnet.usc.edu/department/department-public-safety).  This is important for the safety of the whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage [http://sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

**SUPPORT SYSTEMS**

A number of USC's schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* [http://dornsife.usc.edu/ali](http://dornsife.usc.edu/ali), which sponsors courses and workshops specifically for international graduate students.  *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations.