Price School of Policy, Planning, and Development
University of Southern California

PPDE 646: Grant Writing Practicum
Fall 2018

Time/Day: weekly online discussions from Saturday, August 25th – Friday, November 30th and four half-day, in-person classes on the Saturdays of August 25th, September 15th, October 20th, and November 17th at the times and locations indicated below.

Locations:
Saturday, August 25th from 10-2pm, RGL 215
Saturday, September 15th from 10-3pm, RGL 215
Saturday, October 20th from 10-1pm, RGL 215
Saturday, November 17th from 10-12pm, RGL 215

Instructor: Kimberly Tso
Office Hours: By appointment only. Please request by email.
Contact info: tsok@usc.edu

Course Description
The purpose of this course is to teach students how to write grant proposals for nonprofit organizations and provide opportunities to practice grant writing skills. High-quality grant writing requires well-researched prospects, the ability to describe practical programs with clear and measurable benefits to the community, well-articulated statements of need, and jargon-free writing. During the course, students will learn specific skills to strengthen these core elements of a written proposal, and then they will practice applying those skills to case studies arranged by the instructor. By the end of the class, students will write an analysis of prospective funding opportunities, one letter of inquiry, and one full proposal.

Students should note that this class is a <u>writing</u> class; therefore, online and in-class exercises will include weekly writing activities and critique. College-level command of written English conventions is expected.

Please also note that this intensive is structured as four in-person classes supplemented by weekly online writing assignments. Use of Blackboard is required.

Learning Objectives
The overall objective of this course is to learn how to construct a high-quality grant proposal for a nonprofit organization to a private foundation. Many of the skills are applicable to government grants, but government grants will not be a specific focus of the course.

Students will learn to:
- Assess organizations for their strengths and needs;
- Identify measurable program outcomes that can be used to as goals and evaluation measures for the grant;
- Research potential funding opportunities;
- Analyze and prioritize grant opportunities for highest compatibility and likelihood of success;
- Understand other aspects of successful grant writing such as researching funders, writing letters of intent, working successfully within the philanthropic culture, and how to communicate with funders; and,
- Improve the quality and clarity of their writing in ways that will help provide critical funds for their efforts.

Prerequisites: none
Co-requisite/Concurrent Enrollment: none
Recommended Preparation: none

Course Notes:
This two-credit intensive course will meet weekly through Blackboard and in-person four times during the semester. All course materials will be provided through Blackboard.

Technological Proficiency and Hardware/Software Required
Students must be able to access Blackboard on a weekly basis.

Required Readings and Supplementary Materials:
All required reading or video links will be posted on Blackboard. No purchase of books is necessary.

Description and Assessment of Assignments
Throughout the course, students will be expected to participate in written assignments, both on Blackboard and in class. Through the Weekly Online Written Assignments, students are strongly encouraged to write first drafts of sections of their proposal for instructor feedback. These Weekly Online Written Assignments will be graded for participation only, thus providing a low-stakes opportunity for students to receive direct feedback on their writing. The three main written assignments (Funder Research Summary, Letter of Intent, and Full Proposal) are graded and described below. Scoring rubrics for graded assignments will be provided to students at the beginning of the semester.

Funder Research Summary, due Saturday, September 29th: For this assignment, students will write a two- to three-page memo to the instructor that describes the search for a funder for the case study organization (AIDS Project Los Angeles). The

memo should be written as a first-person, reflective narrative of the student's thinking process as he/she researched funders and attempted to determine their theory of change and the organization's "fit" with the theory of change. Students may draw on written materials from foundation search engines, general internet searches, the foundation's website, conversations with colleagues regarding past experiences with the funder, and personal experiences and observations.

The summary should begin with a description of how the student began to search for potential funders. The main body should include a summary of at least three potential "good fit" funders, followed by the student's rationale for how the organization can fit within the funder's theory of change. By the end of the memo, the student should sum up how his/her ideas evolved during the process of research and reflection. Students will be rewarded for the quality of research, exploration, and thinking processes. In other words, the goal is not only to find potential funders for the organization, but also to report on the process of researching the funder and analyzing the prospects for a match.

Letter of Intent, due Friday, October 19th by 11:59 pm: Students are required to submit a two- to three-page letter of intent via electronic copy to the instructor according to all of the instructions. The letter of intent will be assessed according the criteria laid out in the assignment instructions. The letter of intent will be based on the first case study organization (AIDS Project Los Angeles).

Full Grant Proposal, due Friday, November 30th by 11:59 pm: Students are required to submit an electronic copy of the grant proposal to the instructor and according to all of the instructions. The grant proposal will be assessed according the criteria laid out in the assignment instructions. The full proposal will be based on the second case study organization (El Monte Promise Foundation).

Throughout the course, students will be writing sections of the letter of intent and proposal that are common. Opportunities to write drafts and receive feedback will be incorporated into the class frequently.

Weekly Online Written Assignments, due as assigned and indicated in Blackboard by 11:59 pm: During the weeks when there is no in-person class, students are expected to participate in short, weekly online assignments. These assignments are located in the Content section of Blackboard and are organized by week. Weekly online written assignments will be sections of the letter of intent or full grant proposal and are intended to help spread out the writing task over several weeks by doing them in discrete chunks and to receive direct feedback from the instructor. They are graded only for participation, so as to encourage learning through a low-stakes writing environment. Assignments are due as indicated in Blackboard.

Grading Breakdown

Assignment	Points	% of Grade
Funder Research Summary	20	20%
Letter of Intent	25	25%
Full Grant Proposal	35	35%
Weekly Online Written Assignments (10 total, each worth 2 points)	20	20%

A = 93+ points
A- = 90-92 points
B+ = 88-89 points
B = 83-87 points
B- = 80-82 points
C+ = 78-79 points
C = 73-77 points
C- = 72 points or fewer

Assignment Submission Policy
All assignments are to be submitted electronically through Blackboard by 11:59 pm PST on the dates noted or unless otherwise indicated. _Late assignments (Funder Research Summary, Letter of Intent, and Full Grant Proposal) are docked one point for every quarter of an hour (fifteen minutes) they are late._ Weekly Online Written Assignment points earned through Blackboard participation (10 instances) may be earned _only during the week they are current_ (responses must be posted by 11:59 pm of the day they are due). Students who submit on time can expect to receive feedback in a timely manner. Students who submit late work are subject to receiving feedback according to the instructor's availability.

Course Schedule: A Breakdown by Class
Each session will include exercises that will give students opportunities to learn and practice their skills and to ask questions as challenges arise. The emphasis of the course is on hands-on, real-time learning, and all activities will produce information that is necessary for subsequent assignments. Weekly attendance and active participation is critical. Readings and order of topics are subject to change.

> Class One, Week One - Saturday, August 25th
> Time: 10 am – 2 pm*
> Format: in-person class, RGL 215
> Topic: Introduction to Class; Grant Writing Processes, Norms, and Practices; Intro to Case Study – AIDS Project Los Angeles; Common Grant Proposal Questions; Collecting Information; How to Write a Letter of Intent (LOI).
> Activities: lecture and in-class exercises
> Reading: background documents and links provided by instructor via Blackboard
> Assignment Due: participation

*brief lunch break included

Week Two - Saturday, September 1st
Time: 1 hour
Format: online
Topic: History, Mission, and Accomplishments sections
Activities: weekly online written assignment
Reading: background documents and links provided by instructor via Blackboard
Assignment Due: journal entry

Week Three - Saturday, September 8th
Time: 1 hour
Format: online
Topic: Program Descriptions
Activities: weekly online written assignment
Reading: background documents and links provided by instructor via Blackboard
Assignment Due: journal entry

Class Two, Week Four - Saturday, September 15th
Time: 10 am – 3 pm*
Format: in-person class, RGL 215
Topic: Funding Landscape, Researching Funders, Theory of Change, Writing Needs Statements
Reading: links provided by instructor via Blackboard
    1. Demystifying the 990. Online tutorial by the Foundation Center.
    2. Lynn, Elizabeth and Wisely, Susan. (2006) "Four Traditions of Philanthropy." *The Civically Engaged Reader*, ed. Davis, A and Lynn, E, Great Books Foundation.
Assignment Due: participation
*brief lunch break included

Week Five - Saturday, September 22nd
Time: 1 hour
Format: online
Topic: Questions and Answers on Researching Funders
Activities: weekly online written assignment
Reading: none
Assignment Due: participation

Week Six - Saturday, September 29th
Time: 1 hour
Format: online
Topic: Funder Research due on September 29th, weekly online written assignment due October 6th

Activities: online submission of funder research summary, weekly online written critique of sample LOI
Reading: Sample LOI for critique
Assignment Due: participation

Funder research summary due on Saturday, September 29th by 11:59 pm PST

Week Seven - Saturday, October 6th
Time: 1 hour
Format: online
Topic: Writing Needs Statements
Activities: weekly online written assignment
Reading: background documents and links provided by instructor via Blackboard
Assignment Due: participation

Letter of Intent due on Friday, October 19 by 11:59 pm PST

Week Eight - Saturday, October 13th
Time: 1 hour
Format: online
Topic: Writing about Impact, Outcomes, Evaluations, and Sustainability
Activities: online written assignment
Reading: background documents and links provided by instructor via Blackboard
Assignment Due: participation

Class Three, Week Nine - Saturday, October 20th
Time: 10 am – 1 pm
Format: in-person class, RGL 215
Topic: Introduction to New Case Study – El Monte Promise Foundation, Review how to read United Way RFP, Program Planning with Grants, Government Grants
Activities: Lectures and Writing Clinics
Reading: background documents and links provided by instructor via Blackboard
Assignment Due: participation

Week Ten - Saturday, October 27st
Time: 1 hour
Format: online
Topic: Open section for feeback (student choice)
Activities: Weekly online writing assignment
Reading: none
Assignment Due: participation

Week Eleven - Saturday, November 3rd

Time: 1 hour
Format: online
Topic: Open section for feeback (student choice)
Activities: Weekly online writing assignment
Reading: none
Assignment Due: participation

Week Twelve - Saturday, November 10th
Time: 1 hour
Format: online
Topic: Open section for feeback (student choice)
Activities: Weekly online writing assignment
Reading: none
Assignment Due: participation

Week Thirteen - Saturday, November 17th
Time: 10 am – 1pm, RGL 215
Format: in-person class
Topic: Funders' Perspectives; Grant Writing as a Career
Activities: guest speakers
Reading: background documents and links provided by instructor via Blackboard
Assignment Due: participation

Week Fourteen - Saturday, November 24st
No class due to Thanksgiving Holiday.

Final proposals due to instructor by email on Friday, November 30th by 11:59 pm PST

Week Fifteen - Friday, November 30th
Time: 1 hour
Format: online
Topic: Reflections on Lessons Learned
Activities: Weekly online writing assignment (due Tuesday, December 4th)
Reading: none
Assignment Due: participation

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 Grace Ford Salvatori Hall, 120 at 3601 Watt Way and is open 8:30 am-5:00 pm, Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 814-4618 (Video Phone), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity
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.use.edu/scampus or 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.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Information on intellectual property at USC is available at: http://usc.edu/academe/acsen/issues/ipr/index.html.

Emergency Preparedness/Course Continuity in a Crisis
In the case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.