

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

**PPDE 646: Grant Writing Practicum
Fall 2020**

Time/Day: This two-credit online practicum runs from Friday, August 21st through Friday, November 13th. It consists of five online synchronous classes using Zoom on August 21st, September 4th, October 2nd, October 23rd, and November 13th at the times and locations indicated below, supplemented by online asynchronous exercises during the weeks in-between classes. All times listed are Pacific Time (Los Angeles, CA)

Locations:

- Class 1: Friday, August 21st from 12-2pm with a ten-minute break at 12:50pm, Zoom link to be provided through Blackboard
- Class 2: Friday, September 4th from 12-2pm with a ten-minute break at 12:50pm, Zoom link to be provided through Blackboard
- Class 3: Friday, October 2nd from 12-2pm with a ten-minute break at 12:50pm, Zoom link to be provided through Blackboard
- Class 4: Friday, October 23rd from 12-2pm with a ten-minute break each hour, Zoom link to be provided through Blackboard
- Class 5: Friday, November 13th from 12-2pm with a ten-minute break at 12:50pm, Zoom link to be provided through Blackboard

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 a case study organization arranged by the instructor. By the end of the class, students will write an analysis of prospective funding opportunities and one full proposal.

A real nonprofit organization will be used as a live case study for this class. Students will have the opportunity to write and research for the organization's program. The instructor will select the organization prior to the start of the semester.

Students should note that this class is a writing class; therefore, lessons will include weekly writing activities and critique. While college-level command of written English conventions is expected, non-native English writers and speakers are encouraged to take the class. Anyone needing additional support with English writing conventions (whether a native English writer or not) can request to be directed to available campus resources.

Please also note that this intensive is structured as five synchronous classes (via Zoom) supplemented by weekly online asynchronous 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 you will learn in this class also are applicable to writing government grant proposals.

In addition, students will learn to:

- Collect information from client organizations to be used in grant proposals;
- Write measurable program outcomes that can be used as goals, deliverables, and evaluation measures in grant proposals;
- Research, analyze, and prioritize potential grant opportunities for highest compatibility and likelihood of success; and,
- Analyze grant proposals for persuasiveness and the quality and clarity of prose and apply those lessons to their own writing.

Prerequisites: none

Co-requisite/Concurrent Enrollment: none

Recommended Preparation: none

Course Notes:

This two-credit intensive course will meet synchronously, in-person (via Zoom) five times during the semester. During the weeks between meetings, there will be asynchronous weekly writing assignments, so students will need to check Blackboard for those assignments every week. All course materials will be provided through Blackboard; the purchase of books is not necessary.

Technological Proficiency and Hardware/Software Required

Students must be able to access Zoom and Blackboard on a weekly basis.

USC Technology Rental Program

USC realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the University's Equipment Rental Program. To apply, please submit an application. The

Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

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. The two main written assignments (Funder Research Summary and Full Proposal) have detailed instructions and scoring rubrics which will be provided to students through Blackboard at the beginning of the semester.

Funder Research Summary, due Thursday, September 17th by 11:59pm PT: 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. The student's goal for this assignment is both to find potential funders for the organization and to reflect on the process of researching the funder and analyzing the prospects for a match. More details are provided in the Assignment Description in Blackboard.

Grant Proposal, due Thursday, November 19th by 11:59 pm PT: Students are required to submit an electronic copy of the grant proposal to the instructor according to all of the instructions provided. The grant proposal will be assessed according to the scoring rubric laid out in the assignment instructions. The full proposal will be based on the case study organization. More details are provided in the Assignment Description in Blackboard.

Weekly Online Written Assignments, due as assigned and indicated in Blackboard by 11:59 pm PT: 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 are designed as common sections of full grant proposals and are intended to help spread out the writing task over several weeks by doing them in discrete chunks. These assignments are also opportunities for students to receive direct feedback on their drafts 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	25	25%
Class Participation (5 classes total, each worth 2 points)	10	10%
Grant Proposal	35	35%
Weekly Online Written Assignments (6 total, each worth 5 points, assessed for participation only)	30	30%

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- = 70-72 points

F = fewer than 70 points

Class participation points are earned by attending the full synchronous classes and participating in activities. This class is designed as a “flipped classroom,” meaning that lectures and readings are done asynchronously outside of class time and synchronous class time is dedicated to active learning exercises that reinforce the material. Therefore, class participation in the synchronous classes is critical.

However, if a student’s time zone presents a challenge related to attendance and participation in synchronous class sessions, then the student should notify the instructor by email and arrange for reasonable asynchronous learning accommodations. The University considers reasonable hours in the student’s time zone to be 7:00 am to 10:00 pm.

Assignment Submission Policy

All assignments are to be submitted electronically through Blackboard by 11:59 pm PT on the dates noted or unless otherwise indicated. If you need to turn in an assignment late, please contact the instructor immediately to make arrangements. Otherwise, late assignments (Funder Research Summary and Grant Proposal) are docked one point for every hour (including fractions of an hour) they are late. Weekly Online Written Assignment points earned through Blackboard participation (five 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 (within a week). Students who submit late work are subject to receiving feedback according to the instructor’s availability.

Camera Policy

Acknowledging that class dynamics are substantially compromised without the ability to see the people in class, students are requested to have their cameras on during synchronous online sessions. Students may use virtual backgrounds, which will eliminate most privacy concerns, and earphones or headsets to improve audio quality. Accommodations can be made available to students who contact the instructor directly with reasonable requests.

Course Schedule: A Breakdown by Class

In keeping with a “flipped classroom” pedagogy, 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. (However, if a student’s time zone presents a challenge related to attendance and participation in synchronous class sessions, then the student should notify the instructor by email and arrange for reasonable asynchronous learning accommodations. The University considers reasonable hours in the student’s time zone to be 7:00 am to 10:00 pm.)

Readings and order of topics are subject to change, but changes will be announced through Blackboard. All times listed are Pacific.

Week One - Friday, August 21st

Time: 12 pm – 2 pm with a 10-minute break at 12:50 pm

Format: Synchronous in-person class via Zoom

Topics: Introduction to Class and each other; Grant Writing Processes, Norms, and Practices; Intro to Case Study – Nature for All

Activities: in-class exercises

Pre-Class Preparation: materials provided by instructor via Blackboard

Assignment Due: participation

Week Two – Friday, August 28th

Time: 1 hour

Format: online, asynchronous

Topic: Organization History/Mission/Accomplishments and Program Description proposal sections

Activities: weekly online written assignment

Pre-Class Preparation: none

Assignment Due: writing sample worth 5 points

Week Three – Friday, September 4th

Time: 12 pm – 2 pm with a 10-minute break at 12:50 pm

Format: Synchronous in-person class via Zoom

Topic: Funding Landscape, Researching Funders, Theory of Change/Logic Model, What Nature for All Needs

Pre-Class Preparation: links provided by instructor via Blackboard

Assignment Due: participation

Week Four – Friday, September 11th

Time: 1 hour

Format: online, asynchronous

Topic: Open Q&A

Activities: Students should be researching for their Funder Research Summary Paper this week

Pre-Class Preparation: none

Assignment Due: OPTIONAL discussion board (no participation points awarded)

****Funder research summary due on Thursday, September 17 by 11:59 pm Pacific****

Week Five – Friday, September 18th

Time: 1 hour

Format: online, asynchronous

Topic: Funder Review Panels

Activities: Prepare for next class by filling in the Review Panel Worksheet

Pre-Class Preparation:

- Using the Review Panel Worksheet, read and critique sample LOIs provided by instructor on Blackboard

Assignment Due: Completed Review Panel Worksheet to bring with you to class on October 2nd

Week Six – Friday, September 25th

Time: 1 hour

Format online, asynchronous

Topic: Persuasive grant writing

Reading: “Four Secrets of Compelling Grant Writing,” “How to Write a Persuasive Grant Proposal,” and “8 Ingredients of Proposal Persuasion and Great Proposal Writing.” Links to these reading are provided in Blackboard

Activities: Weekly online written assignment

Assignment Due: writing sample worth 5 points

Week Seven – Friday, October 2nd

Time: 12 pm – 2 pm with a 10-minute break at 12:50 pm

Format: Synchronous in-person class via Zoom

Topic: Grant Writing Lessons from the Perspective of Reviewers; Letters of Intent (LOI)

Activities: Mock grant review panels and debrief

Pre-Class Preparation: Review Panel Worksheet (see Week Five assignment)

Week Eight – Friday, October 9th

Time: 1 hour

Format: online, asynchronous

Topic: Needs Statement proposal section

Activities: weekly online written assignment

Pre-Class Preparation: video lecture and video interview with case study

Assignment Due: writing sample worth 5 points

Week Nine – Friday, October 16th

Time: 1 hour

Format: online, asynchronous

Topic: Project Goals, Outcomes, and Deliverables proposal sections

Activities: online written assignment

Pre-Class Preparation: video lecture, reading, and video interview with case study

Assignment Due: writing sample worth 5 points

Week Ten – Friday, October 23rd

Time: 12 pm – 2 pm with a 10-minute break at 12:50 pm

Format: Synchronous in-person class via Zoom

Topic: How to Read RFPs, Government Grants

Activities: Additional Interviews with Case Study Organization, Q&A about Government Grants

Pre-Class Preparation:

- CalEPA 2020 RFP

Assignment Due: participation

Week Eleven – Friday, October 30th

Time: 1 hour

Format: online, asynchronous

Topic: Program Evaluation proposal section

Activities: Weekly online writing assignment

Pre-Class Preparation: video lecture, readings, and video interview with case study

Assignment Due: writing sample worth 5 points

Week Twelve – Friday, November 6th

Time: 1 hour

Format: online, asynchronous

Topic: Budgets and Sustainability proposal section

Activities: Weekly online writing assignment

Pre-Class Preparation:

- Video lecture
- Foster, William, Dixon, Ben and Hochstetler, Matthew. "In Search of Sustainable Funding: Is Diversity of Sources Really the Answer?" Nonprofit Quarterly, March 21, 2007.

Assignment Due: writing assignment worth 5 points

Week Thirteen – Friday, November 13th

Time: 12 pm – 2 pm with a 10-minute break at 12:50 pm

Format: Synchronous in-person class via Zoom

Topic: Meet the Funders, Careers in Grant Writing, Advocacy Funding, Equity Issues in Philanthropy

Activities: Guest speakers and discussion

Pre-Class Preparation:

- Video lectures
- Bolder Advocacy. "Foundation Advocacy Grants: What Grantees Need to Know"
- Grant Professionals Certification Institute: Validated Competencies and Skills.
- Dorsey, Cheryl, Bradach, Jeff, and Kim, Peter. "Racial Equity and Philanthropy: Disparities in Funding for Leaders of Color Leave Impact on the Table" Echoing Green and The Bridgespan Group, May 2020.

Assignment Due: participation

****Final grant proposals due to instructor via Blackboard on Thursday, November 19th by 11:59 pm Pacific****

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, Room 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.

Recording Online Classes

For the Fall 2020 semester, USC policy requires that all classes conducted online be recorded for asynchronous viewing with transcriptions made available. Recordings ensure that all classes are ADA compliant, and can be freely accessed at all times by students irrespective of the region or time zone they are studying from. To make this requirement easier for faculty, ITS has set up Zoom to automatically record and transcribe class sessions, which are then made available to students and faculty for all classes in Blackboard.

As students may be personally identifiable in class recordings via their voice, name, or image, these recordings may be considered "educational records" subject to federal privacy laws (FERPA). However, as long as the recordings are posted to an appropriate class website (such as Blackboard or Zoom) that is accessible only to students enrolled in the class and instructors, TAs, graders, and student services staff members, these recordings are FERPA compliant.

Sharing of course materials outside of the learning environment

Students are not permitted to create their own class recordings without the instructor's permission. Violations of these policies will be met with the appropriate disciplinary sanction.

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (SeeSection C.1 Class Notes Policy).