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

PPDE 646: Grant Writing Practicum  
Spring 2023

Time/Day:  This two-credit online practicum runs from Monday, January 9 through Saturday, May 6. It consists of six in-person classes (listed below), supplemented by online, asynchronous lectures and exercises during the weeks in-between those class meetings. All times listed are Pacific (Los Angeles, CA).

Location for 6 in-person class meetings: TBD – check Blackboard for updates

| Class 1: | Thursday, January 12  | 10am - Noon  | TBD |
| Class 2: | Thursday, January 19  | 10am - Noon  | TBD |
| Class 3: | Thursday, February 2  | 10am - Noon  | TBD |
| Class 4: | Thursday, February 23 | 10am - Noon  | TBD |
| Class 5: | Thursday, March 23   | 10am - Noon  | TBD |
| Class 6: | Thursday, April 20   | 10am - Noon  | TBD |

Instructor: Rachel S. Reed  
Office Hours: By appointment only; please request by email.  
Email: reedrach@usc.edu

Course Description  
The purpose of this course is to prepare students 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.

The instructor will select a nonprofit organization to participate in this class as a live case study for students to draw upon for their assignments. Students will have the opportunity to write and research for one of the organization’s programs.

Prerequisites: None  
Co-requisite/Concurrent Enrollment: None  
Recommended Preparation: None (you’re welcome)
LEARNING OBJECTIVES
The overall objective of this course is to learn how to construct a high-quality, private foundation grant proposal for a nonprofit organization. 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 for use in writing grant proposals.
- Write measurable program outcomes that can be used as goals, deliverables, and evaluation measures in grant proposals and reports.
- Research, analyze, and prioritize potential grant opportunities for highest compatibility and likelihood of success.
- Analyze grant proposals for persuasiveness and the quality and clarity of prose and apply those lessons to their own writing.

COURSE NOTES
This 2-credit course is a writing class; therefore, lessons will include weekly writing activities and constructive feedback from the instructor. While college-level command of written English conventions is expected, non-native English writers and speakers are encouraged to take the class. Anyone who would like additional support with English writing conventions can request to be directed to available campus resources.

Use of Blackboard is required. This intensive is structured as 6 synchronous classes supplemented with weekly, online asynchronous lectures, readings, and writing assignments. During the weeks between in-person class meetings, students will need to check Blackboard for learning modules and any written assignments.

REQUIRED READINGS AND SUPPLEMENTARY MATERIALS
All course materials, including required readings, videos, and audio links, will be provided via Blackboard. No purchase of books is necessary.

TECHNOLOGICAL PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED
Students must be able to access Blackboard on a weekly basis, and Zoom should the need arise for remote/online instruction.

Policies in the event of Remote Class Meetings
Should online instruction become necessary and a student’s time zone presents a challenge in attending synchronous class meetings, then the student should notify the instructor by email and arrange for reasonable asynchronous learning accommodations. USC considers reasonable hours in the student’s time zone to be 7:00 am to 10:00 pm.

Students are requested to have their cameras on as often as possible during any online class meetings to facilitate interaction and participation. Students are encouraged to make use of virtual backgrounds to mitigate privacy concerns, as well as earphones or headsets to improve audio quality. For other accommodations, please contact the instructor.
USC Technology Rental Program
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, contact USC Computing Centers: https://itservices.usc.edu/spaces/laptoploaner/.

USC Technology Support Links
Zoom information for students
Blackboard help for students
Software available to USC Campus

DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS
Throughout the course, students will be expected to participate in written assignments. The two main written assignments (Funder Research Summary and Full Proposal) have detailed instructions and scoring rubrics, which will be provided through Blackboard.

Funder Research Summary DUE: Saturday, February 11th by 11:59pm
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: Saturday, May 6th by 11:59 pm
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 Writing Assignments (6 total) DUE: by 11:59 pm on dates indicated below
- January 14
- January 28
- February 18
- March 11
- March 24
- April 8

During the weeks when there is no in-person class, students are expected to review lectures, readings, and other course materials on Blackboard, and submit brief written assignments. These assignments are located in the Content section of Blackboard and are organized by week. Weekly writing assignments are designed to mirror the sections commonly found in full grant proposals and serve as a first draft of students’ final assignment. These weekly assignments are also opportunities for students to receive direct feedback on their drafts from the instructor. Weekly assignments are given participation points, to encourage learning through a low-stakes writing environment.
Grading Policy
Effort and participation are key to doing well in this course. This course is designed as a learning environment to prepare students to write grants in the real world. (The real world does not issue letter grades; if you submit poorly written grants for an organization, that organization does not get funded and you do not get rehired.) In lieu of a punitive points system, the instructor’s focus is providing constructive feedback on students’ grant writing efforts that they can apply to help improve their technical skills. Progress depends on steady practice and cumulative learning; it is to the student’s benefit to submit writing assignments the week they are due in order to apply feedback to subsequent assignments.

Assignment Submission Policy
All assignments are to be submitted electronically through Blackboard by 11:59 pm Pacific Time (PT) on the dates noted, unless otherwise indicated. Students who submit assignments on time and according to the instructions provided will receive full credit and feedback within 3 business days. Students who need extra time to complete an assignment should contact the instructor beforehand to make arrangements.

Students who submit late work without making prior arrangements are subject to receiving feedback according to the instructor’s availability, which is extremely limited.

Students will have two opportunities to submit any missing assignments for full credit and feedback:
- Spring Recess (March 12-19)
- The period between our final class meeting and Study Days (April 20 – May 2)

Please note: The deadline for the final Grant Proposal assignment is final. No make-up time available. Late submissions will be docked a point for every hour they are late.

Grading Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (6 classes total, each worth 5 points)</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Online Written Assignments (6 total, each worth 5 points)</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Funder Research Summary Assignment</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Grant Proposal Assignment</td>
<td>25</td>
<td>25%</td>
</tr>
</tbody>
</table>

A = 90+ points  B = 80-89 points  C = 70-79 points  D = 60-69 points
The emphasis of the course is on participatory, real-time learning; consistent and active participation is important to succeeding. Students earn class participation points by attending the synchronous class meetings and participating in activities. This class is designed as a “flipped classroom,” meaning that lectures and readings are completed asynchronously according to students’ schedules, while synchronous class time is dedicated to activities that reinforce the material and provide information necessary for subsequent assignments. Participation in the 6 class meetings gives students opportunities to develop their skills and discuss challenges in a group setting as they arise.

**COURSE SCHEDULE: A BREAKDOWN OF THE SEMESTER BY WEEK**

Readings and the order of topics listed below are subject to change. Changes will be announced through Blackboard. All times indicated are in the Pacific Time Zone.

**Week 1  Thursday, January 12**
*Format:* In-person class meeting  
*Time:* 10 am – 12 pm *(10 minute break mid-way)*  
*Topics:* Course & Student Introductions; Interview with Case Study  
*Preparation:* see Blackboard for lecture(s)/materials  
*Activities:* Class participation  
*Assignment:* Mission/History/Accomplishments section *(due Jan. 14)*

**Week 2  Thursday, January 19**
*Format:* In-person class meeting  
*Time:* 10 am – 12 pm *(10 minute break mid-way)*  
*Topics:* Grant Writing Processes, Norms, and Practices; Interview with Case Study  
*Preparation:* Pre-recorded lecture on Blackboard  
*Activities:* Class participation

**Week 3**
*Format:* Online, asynchronous  
*Topic:* Program Description section  
*Activities:* Review your notes from weeks 1 & 2; writing assignment  
*Assignment:* Program Description section *(due Jan. 28)*

**Week 4  Thursday, February 2**
*Format:* In-person class meeting  
*Time:* 10 am – 12 pm *(10 minute break mid-way)*  
*Topic:* Funding Landscape; Theories of Change & Funder Priorities  
*Preparation:* Pre-recorded lecture & readings on Blackboard  
*Activities:* Class participation
**Week 5**
*Format:* Online, asynchronous  
*Topic:* Prospect Research; Case Study's Funding Needs  
*Activities:* Video interview with case study; Research/write Funder Research Summary; optional online discussion board

**Funder Research Summary due on Saturday, February 11 by 11:59 pm**

**Week 6**
*Format:* Online, asynchronous  
*Topic:* Needs Statements: Problem/Solution & Asset-Based Approaches  
*Activities:* Video lecture, video interview with case study, readings:  
*Assignment:* Needs Statement section (*due Feb. 18*)

**Week 7**  
**Thursday, February 23**
*Format:* In-person class meeting  
*Time:* 10 am – 12 pm (*10 minute break mid-way*)  
*Topic:* Grant Writing from the Reviewer’s Perspective: Letters of Intent (LOIs)  
*Preparation:* Read and critique sample LOIs provided on Blackboard  
*Activities:* Group critique of sample LOIs & class debrief

**Week 8**
*Format:* Online, asynchronous  
*Topic:* Diversity, Equity, Access, Inclusion  
*Activities:* Video lecture, readings:  
  * Philanthropic Institute for Racial Equity - Infographic  
  * Dorfman, Aaron. “Donors and Foundations are Increasingly Supporting Movements.”  
*Assignment:* DEAl Statement section (*due Mar. 11*)

**Week 9**  
**Spring Recess (March 12 – 19)**
Students may submit outstanding assignments for feedback & credit during this week.  
*Due Date for outstanding assignments:* March 18
Week 10
Format: Online, asynchronous
Topic: Goals, Objectives, Outcomes, and Deliverables
Activities: Video lecture, video interview with case study, and readings:
  ● Measuring What Matters in Nonprofits
  ● How to Write Objectives for your Grant Application
Assignment: Project Objectives & Evaluation sections (due Mar. 24)

Week 11  Thursday, March 23
Format: In-person class meeting
Time: 10 am – 12 pm (10 minute break mid-way)
Topic: Evaluation and Reporting Requirements
Preparation: Video interview with case study
Activities: Class participation

Week 12
Format: Online, asynchronous
Topic: General Operations Funding and Government Grants
Preparation: Review sample RFP (to be determined)
Activities: Optional Q&A online discussion board

Week 13
Format: Online, asynchronous
Topic: Budgets and Sustainability proposal section
Activities: Video lecture & readings:
  ● Foster, William, Dixon, Ben and Hochstetler, Matthew. “In Search of Sustainable Funding: Is Diversity of Sources Really the Answer?”
Assignment: Sustainability section (due Apr. 8)

Week 14
Format: Online, asynchronous
Topic: Corporate funders and social impact investing
Activities: See Blackboard for readings, resources, and podcast link:
  ● “Corporate Partnerships.” The Nonprofit Reframe (podcast)
  ● ESG vs. SRI vs. Impact Investing
Assignment: Optional online discussion board
Week 15  Thursday, April 20

Format: In-person class meeting  
Time: 10 am – 12 pm  (10 minute break mid-way)  
Topic: Meet the Funders, Careers in Grant Writing & Philanthropy  

Preparation: Video lecture and readings:  
  ● GPCI: Validated Competencies and Skills  
  ● Tso, Kim. “Resources for Continued Grant Writing Education”  

Activities: Guest speakers and discussion, class participation

Week 16 & Study Days  (April 21 – May 2)  
Students are encouraged to use this week to write their final assignments. Last chance to submit any outstanding assignments for feedback & credit.  
Activities: Online discussion board (optional)  
Due Date for outstanding assignments:  May 2

**Final Grant Proposals due via Blackboard on Saturday, May 6 by 11:59 pm**

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.

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

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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

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).