

**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 21
- January 28
- February 18
- March 11
- March 25
- 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

Assignment	Points	% of Grade
Class Participation (6 classes total, each worth 5 points)	30	30%
Weekly Online Written Assignments (6 total, each worth 5 points)	30	30%
Funder Research Summary Assignment	15	15%
Grant Proposal Assignment	25	25%

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; Collecting Information
Preparation: see Blackboard for lecture(s)/materials
Activities: Class participation

Week 2 Thursday, January 19

Format: In-person class meeting
Time: 10 am – 12 pm (*10 minute break mid-way*)
Topics: Grant Writing Processes; Interview with Case Study
Preparation: Pre-recorded lecture on Blackboard
Activities: Class participation
Assignment: Mission/History/Accomplishments section (*due Jan. 21*)

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:

- Taylor, Nel. "7 Ways to Tell Stories Ethically..." 2021.

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
- Dorsey, Cheryl, *et al.* "Racial Equity and Philanthropy: Disparities in Funding for Leaders of Color Leave Impact on the Table." *Echoing Green and The Bridgespan Group*, May 2020.
- Bolder Advocacy. "Foundation Advocacy Grants: What Grantees Need to Know"
- Dorfman, Aaron. "Donors and Foundations are Increasingly Supporting Movements."

Assignment: DEAI 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

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
- Assignment:** Project Objectives & Evaluation sections (*due Mar. 25*)

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, and Fine, Gail. "How Nonprofits Get Really Big." *Stanford Social Innovation Review*, Spring 2007.
 - 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:** 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 ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook (<https://policy.usc.edu/studenthandbook/>). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website (<https://academicintegrity.usc.edu/>), and university policies on Research and Scholarship Misconduct (<https://policy.usc.edu/research-and-scholarship-misconduct/>).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
<https://sites.google.com/usc.edu/counseling-mental-health?pli=1>

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. 988

Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
<https://988lifeline.org/>

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call (<https://sites.google.com/usc.edu/rsvpclientservices/home>)

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

<https://eeotix.usc.edu/>

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

https://usc-advocate.symplicity.com/care_report/index.php/pid920234?

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

<https://osas.usc.edu/>

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

<https://campussupport.usc.edu/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

<https://diversity.usc.edu/>

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

<https://emergency.usc.edu/>

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

<https://dps.usc.edu/>

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
<https://ombuds.usc.edu/>

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
<https://chan.usc.edu/patient-care/faculty-practice>

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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. (See Section C.1 Class Notes Policy).