



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

PPDE 646: Grant Writing Practicum  
Spring 2024

**Time/Day:** This two-credit online practicum runs from Monday, January 8 through Wednesday, May 8. It consists of six in-person classes (listed below), supplemented by online, asynchronous lectures and exercises during the weeks between those in-person class meetings. All times listed are Pacific (Los Angeles, CA).

**Location for the 6 in-person class meetings:**

**RGL 219**

<b>Class 1:</b>	Wednesday, January 10	10am – 11:50am
<b>Class 2:</b>	Wednesday, January 17	10am – 11:50am
<b>Class 3:</b>	Wednesday, January 31	10am – 11:50am
<b>Class 4:</b>	Wednesday, February 21	10am – 11:50am
<b>Class 5:</b>	Wednesday, March 20	10am – 11:50am
<b>Class 6:</b>	Wednesday, April 17	10am – 11:50am

**Instructor:** Rachel S. Reed  
**Office Hours:** By appointment; 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 also have the option to use an organization of their choosing as their case study for the semester. Students will have the opportunity to research and write for one of the organization's programs.

<b>Prerequisites:</b>	None
<b>Co-requisite/Concurrent Enrollment:</b>	None
<b>Recommended Preparation:</b>	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 nonprofits 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, identify, analyze, and prioritize potential funders and 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 the 6 in-person class meetings, students will need to check Blackboard for learning modules and any written assignments.

## Case Study Organization

The instructor has arranged for a nonprofit organization to serve as a case study organization during the course. Representatives from this organization will provide background information, participate in pre-recorded interviews, and attend at least one class meeting, so that students have the opportunity to collect relevant information they need to complete their assignments throughout the semester.

Students also have the option to use a nonprofit of their choosing as their case study for the semester. This option works best for those students who are currently involved with a nonprofit as an employee, board member, or volunteer. Students who decide to use their own case study organization are responsible for collecting the information needed to complete their 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.

### **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, which will be provided through Blackboard.

#### **Funder Research Summary**

**DUE: Saturday, February 10<sup>th</sup> 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 a 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 4<sup>th</sup> 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 20
- January 27
- February 17
- March 9
- March 23
- April 6

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 goal is to provide constructive feedback on students' grant writing efforts that they can use 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 or via email 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 alternate arrangements.

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

Students will have two opportunities to submit missing assignments for full credit and feedback:

- Spring Recess (March 10-17)
- The period between our final class meeting and Study Days (April 18-30)

Please note: The deadline for the final Grant Proposal assignment is final: **5/4/23**. Late Grant Proposal submissions will be docked 1 point for every hour they are late.

## Grading Breakdown

Assessment Description	Points	% of Grade
In-Class Work (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 (due Feb 10)	15	15%
Grant Proposal Assignment (due May 4 <sup>th</sup> )	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 success in this class. Students earn in-class work points by participating in synchronous classroom discussions (either as active listeners, speakers, or both) and group activities. This course 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 with the course materials as they arise in a collaborative group setting.

### **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      Wednesday, January 10      *first class meeting***

*Format:* In-person class meeting  
*Time:* 10 am – 11:50 am      *Room:* RGL 219  
*Topics:* Introductions; Collecting Nonprofit Information; Grant Writing Ethics  
*Preparation:* see Blackboard for links to video lectures, readings, and other materials  
*Activities:* Class participation - discussion

#### **Week 2      Wednesday, January 17      *\*Guests: Flintridge Center Leadership\****

*Format:* In-person class meeting  
*Time:* 10 am – 11:50 am      *Room:* RGL 219  
*Topics:* Grant Writing Processes; Interview with Case Study Organization  
*Preparation:* Pre-recorded lecture on Blackboard  
*Activities:* Class participation – Q&A with case study organization representative(s)  
*Assignment:* Mission/History/Accomplishments section (*due Jan. 20*)

#### **Week 3      *online, asynchronous***

*Topic:* Program Description section  
*Activities:* Review your notes from weeks 1 & 2; writing assignment  
*Assignment:* Program Description section (*due Jan. 27*)

#### **Week 4      Wednesday, January 31      *\*Guest Expert: Sok Tng\****

*Format:* In-person class meeting  
*Time:* 10 am – 11:50 am      *Room:* RGL 219  
*Topic:* Funding Landscape; Theories of Change & Funder Fit; Prospect Research  
*Preparation:* Pre-recorded lecture & readings on Blackboard  
*Activities:* Class participation – prospect research

**Week 5**      *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 (see Blackboard)

**\*\*Funder Research Summary due on Saturday, February 10 by 11:59 pm\*\***

**Week 6**      *online, asynchronous*

*Topic:*      Needs Statements: Problem/Solution & Asset-Based Approaches

*Activities:*      Video lecture, video interview with case study, readings (see Blackboard)

*Assignment:*      Needs Statement section (*due Feb. 17*)

**Week 7**      **Wednesday, February 21**

*Format:*      In-person class meeting

*Time:*      10 am – 11:50 am      *Room:*      RGL 219

*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 discussion/debrief

**Week 8**      *online, asynchronous*

*Topic:*      Diversity, Equity, Access, Inclusion

*Activities:*      Video lecture & readings (see Blackboard)

*Assignment:*      DEAI Statement section (*due Mar. 9*)

**Week 9**      *online, asynchronous*

*Topic:*      Goals, Objectives, Outcomes, and Deliverables

*Activities:*      Video lecture, interview with case study, and readings (see Blackboard)

**Week 10**      **Spring Recess (March 10 – 17)**

Students may submit outstanding assignments for feedback & full credit.

*Due Date for outstanding assignments:*      March 17

**Week 11      Wednesday, March 20**

*Format:* In-person class meeting  
*Time:* 10 am – 11:50 am      *Room:* RGL 219  
*Topic:* Evaluation and Reporting Requirements  
*Preparation:* Video interview with case study (see Blackboard)  
*Activities:* Class participation – group work  
*Assignment:* Project Objectives & Evaluation sections (*due Mar. 23*)

**Week 12      online, asynchronous**

*Topic:* General Operations Funding and Government Grants  
*Preparation:* Review sample RFP (to be determined – see Blackboard)  
*Activities:* Optional Q&A online discussion board

**Week 13      online, asynchronous**

*Topic:* Budgets and Sustainability proposal section  
*Activities:* Video lecture & readings (see Blackboard)  
*Assignment:* Sustainability section (*due Apr. 6*)

**Week 14      online, asynchronous**

*Topic:* Corporate funders and social impact investing  
*Activities:* See Blackboard for readings, resources, and podcast link  
*Assignment:* Optional online discussion board (see Blackboard)

**Week 15      Wednesday, April 17      \*Guests: Funders & Fundraisers\***

*Format:* In-person class meeting  
*Time:* 10 am – 11:50 am      *Room:* RGL 219  
*Topic:* Meet the Funders, Careers in Grant Writing & Philanthropy  
*Preparation:* Video lecture and readings (see Blackboard)  
*Activities:* Guest speakers and discussion

**Week 16 & Study Days      (April 18 – 30)**

Students are encouraged to use this week to write their final assignments. Last chance to submit any outstanding assignments for feedback & full credit.

*Activities:* Online discussion board (optional – see Blackboard)  
*Due Date for outstanding assignments:* April 30

**\*\*Final Grant Proposals due on Saturday, May 4 by 11:59 pm\*\***  
**May the Fourth be with you.**

## **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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **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](#)

### **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?](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](mailto: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](https://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).