Grant Proposal Writing: English 546, Spring 2021

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Office Hours: I am happy to meet individually via Zoom or other means. Please email me to set an appointment that is convenient for you!
My schedule varies, and I am available at many times.

Class meeting times

This is an online synchronous class that meets Thursday evenings, 6:15–9:00 p.m. Please note that one class meeting may be set aside for you to go to the Erlanger Branch of the Kenton County Public Library to use the Foundation Directory Online. (If you are not located in the area, alternatives will be arranged.)

Course description

This course will help you understand and practice the process of grant seeking and proposal writing. It will be grounded in the principles of service learning because you will be expected to write grant proposals addressing real situations, directed towards real audiences, and positively impacting the community.

Additionally, by participating in the Mayerson Student Philanthropy Project, you will experience the grant process from the funder's viewpoint. You will analyze and interact with nonprofits and ultimately, as a class, select an organization to receive funding, conducting appropriate communications throughout the process. You will not only learn about writing grant proposals, but you will also learn how grant proposal writing helps address community needs.

Student learning outcomes

After completing this course, students should be able to do the following:

- Implement all of the stages of the grant proposal writing process

- Understand and use the generic superstructure of grant proposals

- Identify and research funding sources

- Apply theories of rhetoric and audience analysis throughout the grant proposal writing process

- Understand scholarship and research relating to proposal writing

- Learn and employ the conventions and persuasive appeals common to grant proposals and select those appropriate for the specific funder and project

- Gather information through interviews and other research

- Employ the document cycle of grant proposals and be able to make revisions according to responses by editors and reviewers

- Apply knowledge of rhetorical principles and grant proposal conventions in order to critique and rate grant proposals written by others

- Prepare rhetorically sensitive communications that exhibit professionalism to funding applicants, clients, peers, and the instructor

- By participating in the Mayerson Student Philanthropy Project:
    - Learn more about civic engagement and identify ways of addressing social problems through nonprofit organizations in the community.
    - Experience and enact the philanthropic processes, particularly grant seeking and grant making.
    - Apply critical thinking, communication, leadership and other work-life skills.

Assessment of outcomes

These outcomes will be assessed through the following means:

- Drafts pertaining to sections of grant proposals
- Summaries and presentation of research activities involving both primary and secondary research into nonprofit agencies, funding sources, and grant proposal writing processes
- Review and critique of grant proposals written by peers and others
- Written grant proposals that meet all the conventions of the genre and are as complete as possible for submission to identified funding agencies
- Written analyses and documentation of the processes for grant proposal writing and the Mayerson Student Philanthropy Project funding research and selection
- Written and oral communication with personnel at nonprofits and funding sources, peers, and the instructor

Mayerson Student Philanthropy Project

This class will be participating in the Mayerson Student Philanthropy Project. The Mayerson Student Philanthropy Project was created in 1999 through a partnership between NKU and the Manuel D. and Rhoda Mayerson Foundation. This "learning by giving" approach provides funds to a number of classes each semester and allows students to experience philanthropy firsthand by being grant makers. Students in each class study community problems and nonprofit organizations, evaluate and discuss them, and ultimately select nonprofits in which to invest the funds. The goals include engaging students more fully in the curriculum, teaching them about community problems and nonprofits, and encouraging them to be involved with nonprofit organizations in the future, as philanthropists, volunteers, and staff. About 500 NKU students take a Mayerson class each academic year. Together, they invest thousands of dollars in nonprofits, most of them in Northern Kentucky and Greater Cincinnati. The Mayerson project is managed by NKU's Scripps Howard Center for Civic Engagement. For more information, see https://inside.nku.edu/civicengagement/programs/mayerson.html

This semester, our class is tasked with awarding $2,000 funding to an organization meeting the requirements specified by the R. C. Durr Foundation:

Our class's efforts will involve the following:

1. Assist with soliciting applications.
2. Review, evaluate, and categorize the applications received.
3. Solicit additional applications as desired.
4. Assign groups or individuals to contact the organizations (your initial email must be approved by me before sending).
5. Research your assigned organization(s), including visiting the organization and meeting with someone at the organization to learn about the organization.
6. Prepare a written summary (approximately 3-4 pages, single-spaced) of the organization's qualifications for a Mayerson grant. Attach any relevant supporting information, including emails or other documents. (Depending on the number of candidates, these may be written in groups.)
7. Evaluate and rate the applications of all of the organizations under consideration.
8. If your organization is selected among the top-ranked, invite a representative from the organization to present to our class.
9. Evaluate the presentations and vote to determine an organization to receive a $2,000 grant. The decisions are due by Friday, April 9, 2021.
10. Write and submit your reflective memo on the entire Mayerson Student Philanthropy Project process.

Important requirements regarding your communication for the Mayerson project and other class projects

Most of your major assignments in this class will involve working with nonprofits. Remember that your individual work represents not only our class, but also Northern Kentucky University. For many of assignments in this class, you will need to interact via email, by phone, or in person with personnel from nonprofit and other organizations. It is critically important that you **always** be professional in these communications.

To receive credit for and document your work in this class, **until otherwise indicated, you <u>must</u> receive approval from me (including giving me the opportunity to review a draft) prior to sending and copy me on all email sent.** Additionally, you should **not** contact anyone from a nonprofit or any other organization in connection with your work in this class by any other means (e.g., phone, visits) without my approval.

Failure to follow this requirement can detrimentally affect your course grade.

While this requirement might seem somewhat onerous, it is quite typical for supervisors in the workplace to place similar review requirements on their employees, particularly new employees with whose work they are unfamiliar.

Textbooks

Getting Funded: The Complete Guide to Writing Grant Proposals by Susan Howlett & Renee Bourque, 6th edition. Word & Raby Publishing, 2016.

Storytelling for Grantseekers, 2nd edition by Cheryl A. Clarke. Jossey-Bass, 2009.

You are responsible for appropriately using the textbooks to understand course concepts and as a reference for completing the assignments.

Please obtain these textbooks quickly.

- Do not attempt to get by without the texts.
- Failing to obtain and read the textbooks will likely seriously affect your ability to produce quality work and successfully complete course requirements.

Grading

Because this is a 500-level class, according to university policy, midterm grades will not be issued.

Below are the tentative weightings for your final course grade. Grades for each assignment will be recorded as percentages. These weightings are approximate and may be adjusted as necessary.

- Client/project selection memo + approved draft (*individually*)   10%
- Funders' memo + approved draft   10%
  (individually or with a partner, as appropriate)
- Grant proposal #1 + approved draft
  (individually or with a partner, as appropriate)   25%
- Grant proposal #2 OR related research paper + approved draft
  (individually or with a partner, as appropriate)   25%
- Written + oral report on one or more Mayerson candidates
  (individually or with a partner, as appropriate)   10%
- Reflective memo and supporting documentation re:
  participation in Mayerson project (*individually*)   10%
- Homework (e.g., discussion boards), as assigned + professionalism/participation   10%

Below is the grading scale:

93.00+ = A	87.00 – 89.99 = B+	77.00 – 79.99 = C+	67.00 – 69.99 = D+
	83.00 – 86.99 = B	73.00 – 76.99 = C	55.00 – 66.99 = D
90.00 – 92.99 = A-	80.00 – 82.99 = B-	70.00 – 72.99 = C-	0 – 54.99 = F

Important note re: drafts and grades

Because revision is an important, yet oft-neglected, part of the writing process, unless otherwise specified, drafts will be required for all writing assignments. **Without an approved draft, no credit will be given for an assignment.**

Other grading criteria

Keep in mind that your projects involve working with specific organizations and writing to address a particular community or agency need. Therefore, my evaluation of your work will rest heavily on your ability to meet those requirements. Here are some things to keep in mind re: grading.

- Many of the assignments in this course are cumulative. No credit will be given for assignments unless the assignments feeding into them are completed. For example, the client selection memo must be completed before proceeding with other assignments, and the needs statements and funders' memo must be completed before proceeding with the grant proposals.

- Because many of your assignments involve working with individuals in outside organizations, it is critical that you communicate in a timely manner. Do not procrastinate. It is *your* responsibility to make the appropriate contacts so that you can complete the assignments on time. Allow time to reach people, time for replies, time to schedule meetings, and always be considerate of the time of the personnel involved.

- When working with partners, you are responsible for effectively coordinating your efforts.

- When grading projects done with partners, I may request from your partners an assessment of your participation. I reserve the right to adjust your grade on a team project if it becomes apparent that you did not contribute in a fair and appropriate manner.

- Some assignments, including drafts, may be graded Satisfactory/Unsatisfactory.

- Because the assignments in this course are cumulative, it is essential that you not fall behind. However, because some assignments involve working with outside organizations/ individuals, some uncertainties are inherently involved. Planning ahead and avoiding procrastination can prevent many problems. However, if you encounter difficulties, please let me know as soon as possible so that we can work together to resolve them.

Assignments

Below is further information about each element of your grade.

Client/project selection memo describing two or more viable grant-writing clients and the rationale for your final selection of the one or two that you will work with.

The clients for the grant proposals you will work on in this class will be selected by you. Therefore, it is critical that you find these opportunities as soon as possible. In lieu of a second grant proposal, you can propose a research question and methodology for a 10+ page research paper (or other project) involving primary research related to proposal writing (e.g., interviews of grant writers conducted by you).

This memo assignment must be completed prior to beginning work on your grant proposals or your research paper. The end result of this assignment is a memo to me describing two (or more) viable grant-writing clients and identifying the ones that you will pursue. If you plan to do a research project, you should describe your research question and primary research methods in this memo, being as specific as possible. This memo will likely need to be at least two pages long.

If you would like to work with one or more partners for one or more of the grant proposals, then you should each specify that in your individual memos.

Complete the following steps:

1. Identify at least two potential grant proposal writing opportunities—include at least one "back up". (Exceptions to these numbers can be granted depending on your situation—the goal here is to identify possibilities and to have fallback opportunities.)

2. You will need to contact organizations to find out whether they have opportunities and whether the opportunities are viable for this assignment. However, **BEFORE contacting any organization, please (a) indicate your plans on the Canvas discussion board that will be set up for this purpose and (b) receive my approval to proceed.** This will ensure that you fully understand the assignment and that multiple students are not contacting the same organization.

3. When you have identified a sufficient number of viable opportunities, prepare a memo to me describing each of them. For each opportunity, you should describe the organization, describe the proposal writing opportunity/specific need for funding, and identify your contact person within the organization.

4. The memo should then conclude by telling me which opportunities you are selecting for your projects and why. Explain whether a funder and RFP are already identified (if so, who?) or whether you need to search for and identify funders. The grant proposals you write for this class must respond to a specific RFP, and the RFP must be attached when you submit your drafts and final proposal.

   If you desire to write a research paper in lieu of one of the grant proposals, identify your research questions and your proposed primary research methods. Primary research involves conducting your own research (e.g., personally conducting interviews with grant writers)—not simply gathering research collected by others.

It is critical that you find clients and plan your projects as soon as possible. You should aim to have a draft of this memo by Week 3 and a final version by approximately Week 6. You must identify your clients and their opportunities **as soon as possible** so that you can begin identifying possible funders and working on the grant proposals. If you prefer to work on a research paper in lieu of one of the grant proposals, your research question and methodology must be approved by me before you proceed. We will discuss potential grant writing clients and research questions/methodologies for research papers in class, and I will also provide a Canvas discussion board to facilitate this.

Funders' memo(s)

The funders' memo will identify and explain at least three possible funding sources for each of your grant proposals. If your client identifies three or more opportunities for you, you should still research other opportunities and identify at least one other. This memo should demonstrate that you have thoroughly researched funding sources through the Foundation Center and other sources as applicable. If you are electing to do a research paper, then you should identify at least three possible topics for the paper. The memo should conclude with the funding sources and paper topic (if applicable) that you have selected. You may write a separate funders' memo for each project, or they can be combined into one, as appropriate. The funders' memo should be completed as soon as possible after your clients are identified, but the final should be completed no later than Week 9 in order to give you plenty of time to complete your proposal drafts and proposals.

Two grant proposals for your client(s), transmittal memos to me and the client, and supporting documentation

Working with the client(s) you have selected and described in your client selection memo, you should prepare two grant proposals (or one grant proposal and a research paper involving primary research approved in advance).

- Each proposal must respond to a specific funding opportunity. The funding opportunity can be one you identify or one pre-identified by the client, and your proposal must be appropriately tailored to the opportunity/RFP.

- During the semester, times for submitting drafts for review by me and your peers will be specified. Drafts **must** be approved before the final submission will be accepted.

- The RFP or other description of the funding opportunity must be included with your drafts and your final submission of the proposals.

- Your grant proposals should be as complete as possible. Any missing parts should be clearly explained**.**

- If you choose the research paper option in lieu of one of the proposals, you must submit drafts as well. Your paper should be targeted to a specific audience (e.g., a journal or other audience approved by me – e.g., NKU's Celebration of Research) and all drafts should include the instructions for authors of the journal or other audience that you are targeting.

Written + oral report on Mayerson candidate(s), including a summary of the organization and its qualifications for the Mayerson grant, including an appendix with interview guide and copies of email correspondence

See item #6 in the description of the Mayerson project on page 2. This assignment serves dual purposes: (1) to summarize your research on your Mayerson organization(s) and help persuade your classmates to select it to move to the next level and (2) to obtain firsthand knowledge about grant-writing processes and issues within nonprofits and share that with your classmates.

Reflective memo on Mayerson project and other Mayerson-related communications and participation

See item #10 in the description of the Mayerson project on page 3. Participating in the Mayerson project will involve many communications, such as communicating with representatives of the nonprofits. A critical part of service learning is reflecting on your experience. The purpose of this memo is to reflect on your work on the Mayerson project, what you have learned, and provide suggestions for incorporating the project in future classes.

Homework, as assigned

Throughout the semester, there will be a number of required homework assignments and project-related communications, which will all factor into this part of your grade. These will likely include the following:

- Misc. homework exercises
- Needs statements/research paper proposal
- Discussion boards
- Brief in-class presentations
- Overall professionalism/participation

The professional/participation portion will be my subjective assessment of your overall professionalism and participation in the course. It will include such things as attendance at class meetings; communication with clients, Mayerson participants, peers, and the instructor; participation in discussions, attentiveness; and overall attitude and engagement.

Technology

You must have access to a reliable internet connection. You will need to use Canvas extensively to download class materials, submit your work, and review and comment on others' work. Be sure to identify an alternate internet connection that you can use if your primary connection fails, such as your local library or a campus computer lab.

Because this is an online synchronous class, you must also have access to a microphone for using Zoom for class meetings. If possible, you should use a webcam during class meetings as well, although this is not required.

Always save your work in multiple places. As an NKU student, you have free cloud storage.

Technology is not a legitimate excuse for late work. You will have access to all assignments and all materials well in advance of their due dates.

All of your work must be compatible with Microsoft Office, e.g., Word, PowerPoint. It is your responsibility to ensure that documents can be opened by your classmates and me. Formatting and graphics will play a significant role in this class and if you use software that is incompatible with Microsoft Office, your graphics and formatting may be disrupted. Don't let technology issues influence your success. If I cannot open a document, I will not be able to grade it, and that will not be an acceptable reason for the assignment being late.

NKU provides Microsoft Office 365 to every student free of charge.

Microsoft Office is also accessible in on-campus computer labs or via the NKU Virtual Lab.

To successfully complete and submit all of the required assignments, you will need access to the following technology:

- A reliable and convenient internet connection
- Access to your NKU email account. Students automatically receive an NKU email address when registered for classes at NKU. Failure to receive information provided to your NKU email address is not a legitimate excuse for not meeting course requirements.
- Microsoft Word and Microsoft PowerPoint Office 365. If you use different software, your files must be converted to be compatible with Microsoft Word/PowerPoint so that they can be read.
- Internet browser (e.g., Chrome). It is preferable to have access to more than one browser, as sometimes when things do not work in one browser, they will work in another.
- Adobe Acrobat Reader: free download at https://get.adobe.com/reader/
- Virus scan software: see NKU IT"s information about anti-virus software.
- If requested, a means of creating PDFs. While some versions of Word allow this conversion, you can also use Adobe Acrobat Pro or free software such as PrimoPDF.

Course delivery—Canvas

This course is taught through Canvas, NKU's course management system. To participate in the course, you will need to become familiar with Canvas and the arrangement of materials on the course site. If you have Canvas-related questions or problems, please contact the IT Help Desk at (859)-572-6911.

Attendance

Attendance at the online synchronous class meetings expected and required, but I understand that it is occasionally necessary to miss class. Please keep in mind the following important points.

- Absences can affect your grade. After all, if you're absent, you cannot participate in class.
- If you miss class, you are still responsible for submitting required assignments on time.

Academic dishonesty/Student Honor Code

Academic dishonesty is absolutely unacceptable. Please be aware of these important points:

- Using others' drafts as "starting points" for your own draft is a form of academic dishonesty!
- Submitting assignments you have submitted in other classes without first discussing the situation with me) is a form of academic dishonesty.

If I detect academic dishonesty, I will follow the guidelines in Northern Kentucky University's Code of Student Rights and Responsibilities, particularly the Student Honor Code.

The NKU Student Honor Code (Honor Code) is Section H in Part V of NKU's Code of Student Rights and Responsibilities. The Honor Code establishes standards of academic conduct for NKU students and provides a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each NKU student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

The Honor Code is a commitment by NKU students, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of NKU will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Honor Code is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct. While academic in scope, a violation of the Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein. Through the Honor Code, students who engage in academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. For repeated violations of the Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the Office of Student Conduct, Rights and Advocacy (SCRA).

Accommodations due to disabilities

NKU is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of University services and programs. To this end, NKU will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and believe you need accommodations in this course, you must present me a letter from the Office for Student Accessibility (SU 303), indicating the existence of a disability and the suggested accommodations.

The Office for Student Accessibility (OSA) must authorize **all** accommodations. You should not request accommodations directly from instructors. Instead, you **must** obtain the proper documentation from the OSA Office and provide it to your instructors **before** any accommodations can be provided. Instructors can only provide accommodations specified by the OSA Office, and **accommodations cannot be made retroactively**.

W grades: Withdrawing from a course

The deadline for withdrawing from a course with a grade of W is listed in the Academic Calendar for each semester. It is a student's responsibility to be aware of this deadline. To withdraw from class, a student must process the request online via http://mynku.nku.edu/. Students who stop attending class without officially withdrawing will receive a grade of F.

Students are generally not permitted to withdraw after the deadline; after that date, they must either complete the course successfully or receive a failing grade. Exceptions are made only for very unusual extenuating circumstances involving some change in the student's situation after the deadline. Such exceptions will require documentation and the permission of the department chair and the dean. Permission for late withdrawal will not be given to students who merely seek to avoid a poor grade.

Incomplete (I) grades

Per NKU policy, the grade of "I" (incomplete) may be assigned at the request of a student when a portion of the assigned or required class work, or the final examination, has not been completed because of a documented serious illness and/or extreme personal circumstance not caused by the student's own negligence.

In this course, incompletes will rarely be given. An incomplete will **only** be issued when the following conditions are met:

- the quality of work is satisfactory (passing), but some essential requirement has not been completed
- evidence of a serious illness and/or extreme personal circumstance not caused by the student's own negligence has been presented to the professor; and
- the student has developed a plan with the professor outlining the requirements and specific deadlines for completion of the missed work.

An incomplete grade must be made up by the middle of the next regular semester in which the student is enrolled. The grade for any course not completed by this deadline will be converted to the grade of "F".

Grade appeal

Please see the Code of Student Rights and Responsibilities Section V (Academic Policies & Procedures) Subsection G (Student Academic Grievance Process) for the specifics regarding the appeal of a final grade.

University policy on non-attendance

Online courses: If a student does not log on to Canvas and access course materials or contact the instructor by 5 p.m. Thursday on the first week of classes, the instructor is required to drop this student for non-participation (i.e., non-attendance).

Observance of religious holidays: NKU values diverse religious perspectives and beliefs and recognizes religious practice is, for many individuals, an important element of personal identity, intellectual development, and psychological well-being, and is, in many cases, inseparable from cultural identity. As the diversity of the NKU community has increased, additional religious holidays now affect a significant number of students. Consistent with NKU's commitment to creating a diverse and inclusive community, every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any exam, study, or work requirement on some particular day(s) because of their religious belief must submit a formal request to the professor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and worldviews related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is the responsibility of all citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Inclusive excellence

At NKU, we believe that individual differences can deepen understanding of one another and the world around us rather than divide us. As the instructor of this class, I value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. Any students who feel their differences may in some way isolate them from the class community or who have a need for any specific accommodations, should please speak with me early in the semester about their concerns and what might be done together to help ensure the ability to actively engage in the course and the NKU community.

Courtesy

In order to maintain an environment that fosters open discussion of appropriate topics in an inviting atmosphere, discriminatory, threatening, or blatantly rude language will not be permitted, nor will personal attacks on any individual, including your classmates and the instructor.

You are responsible for being respectful, courteous, and professional in *all* communications related to this course, including your email messages to your classmates and instructor, clients, Mayerson candidates, discussion boards, or other postings.

Failure to exercise proper courtesy and follow course policies will negatively affect your grade and can result in failure of the course.

Sexual misconduct

NKU is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see NKU's Sexual Harassment policy and Title IX website. Any student who has or is experiencing dating violence, domestic violence, sexual assault, or stalking is encouraged to contact the Norse Violence Prevention Center, which provides free, confidential advocacy services.

Health, Counseling, and Student Wellness (HCSW)

Anxiety, depression, and other mental health concerns are common among college students. Any student who feels such emotions are getting in the way of their day-to-day activities and/or academic success is encouraged to contact NKU's Health, Counseling, and Student Wellness office.

FUEL NKU food pantry

Any student who has difficulty affording groceries is encouraged to contact [FUEL NKU](), the campus food pantry for students. FUEL NKU is located in Albright Health Center, Suite 104 and may be reached by email at fuel@nku.edu. Any student who is experiencing challenges with accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support; NKU's Dean of Students is Arnie Slaughter, and he may be reached by email at [slaughtera@nku.edu]().

Learning PLUS

Students experiencing roadblocks (e.g., financial, personal, and social concerns) to academic success may seek assistance from [Learning PLUS](), which offers assistance in academic tutoring, developing success skills, a math center, and a writing center.

Student evaluation of instructor and course

NKU takes instructor and course evaluations very seriously. Evaluations are an important means of gathering information about instructors and courses that will be used to enhance learning opportunities for students. Students are asked to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments.

For a full-semester course, evaluation periods begin 2 weeks prior to final exams. For 7-week courses, evaluation periods begin at midnight on Thursday of week 6 and close 11:59 p.m. on Sunday of week 7. For 5-week courses, evaluation periods begin at midnight on Thursday of week 4 and close at 11:59 p.m. on Sunday of week 5. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades are submitted. NKU has established extensive precautions to prevent individual student comments from being identified.

Students who complete all course evaluations (or opt out of doing so in the evaluation) will have 2-week advanced access to their course grades. On the other hand, students who do not complete all of their course evaluations or do not select "opt out" on each online evaluation instrument will not be able to see any of their final grades, obtain unofficial and official transcripts, or run a degree audit until the university's standard date for grade availability.

In addition, students should be aware of the following points:

- Evaluations can lead to changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chair.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the evaluation schedules, visit the [Evaluations home page]().

Note: While "opting out" of evaluations is an available option, selecting that option does not provide any valuable information about your experience with the course, so students are encouraged not to select that option for this or any other course.

Class workload

Students cannot learn by simply being spectators. It is not enough to watch and listen in class. Success requires an investment of time and effort outside of class in studying the material and, most importantly, in working on assignments. For most 3-credit courses, a typical student will need to spend 9 hours per week studying outside of class. Some students will require more time than this; very few can get by with less. Students must take this out-of- class study time into account when developing course schedules. Students unable to make the needed commitment of time for class attendance and out-of-class study should consider taking the course some other time when their schedule will allow them to devote sufficient time to the material. Success in courses requires students to read assigned material carefully and to do assignments, projects, and papers on a regular basis.

Expect the unexpected. Power outages, computer crashes, internet interruptions, and otherwise unavoidable problems will happen. Students must take steps to ensure they can complete their work on time. Do not wait until the last possible moment to complete assignments. Have a backup plan (e.g., a second computer with an Internet connection from a friend, local public library, or college library) in case the unexpected occurs.

Credit hour policy statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Attending class meetings (2.5 hours x 15 meetings)	41.25 hours
Reading text (Howlett & Bourque)	20 hours
Reading text (Clarke)	10 hours
Reading other assignments	5 hours
Reviewing materials in Canvas	10 hours
Researching, drafting and revising writing and homework assignments (indiv. times will vary)	48.75 hours
Total	135.0 hours

Contacting the Instructor

Please contact me via email at blochj1@nku.edu with any questions that you have. If you have difficulty opening any course documents, accessing any links in Canvas, or if you see anything within the course that looks strange or outdated, please inform me. Such problems inevitably arise, and I cannot fix them promptly if students do not inform me of their existence.

I will typically respond within 24 hours. **If you do not get a response within 24 hours, please send your message again,** as occasionally email messages can get lost or overlooked. If I will be unavailable for an extended period of time, I will post a message on the class Canvas site.

Course schedule

This schedule is approximate only and is subject to modification throughout the semester. Only some **approximate** due dates are included here, and they are tentative. Specific due dates will be announced throughout the semester. Please refer to Canvas for updated due dates. It is important to understand, however, that because of the nature of the client-based nature of the work in this class, the due dates are **approximate**.

Date	Topics	Readings— ESTIMATES ONLY—please check Canvas for modifications/additions	ROUGH approximation of assignments –NOT all-inclusive - Please check Canvas for up-to-date specifics
Week 1 Thurs., Jan. 14	Course overview		Course and student introductions
Week 2 Thurs., Jan. 21	Overview of grant proposals and the proposal-writing process Getting to know an organization and its needs	• *Getting Funded:* **Preface, Principles of Successful Grantseeking & Ch. 1**-Ensuring Organizational Readiness • *Storytelling*: **Foreword, Preface, and Introduction:** Why Storytelling? • Strategic Planning Worksheet (See Canvas)	Complete the homework specified on Canvas, which will likely involve • Briefly writing about the readings and responding to exercises • Posting on discussion boards • Begin drafting your client/project selection memo
Week 3 Thurs., Jan. 28	Describing the problem and its context Needs statements	• **Bitzer,** Lloyd. The Rhetorical Situation. (Canvas) • *Getting Funded*, **Ch. 2**-Defining the Need • *Getting Funded*, **Ch. 9**-Composing the Need Statement • *Storytelling*, **Ch. 1**-First Steps: Getting Ready for Grantseeking • *Storytelling*, **Ch. 5**-The Need or Problem: Building Tension and Conflict into Your Story • Need Stmt. Peer Review (see Canvas)	Complete assignments as announced, likely including: • Exercises for review and discussion on Canvas (e.g., Mikelonis Ch. 2 (46 & 51) • A rough draft of your client selection memo about your possible grant writing opportunities
Week 4 Thurs., Feb. 4	Needs statements (cont'd) RFPs and funders Identifying funding prospects	• *Getting Funded*, **Appendix A**-Proposal Development Checklist • *Getting Funded*, **Ch.7** – Making a Good First Impression • *Storytelling*, **Ch. 2**-Research and Relationships: Finding and Cultivating Your Audience • *Getting Funded*, **Ch. 4**-Identifying Potential Funders • *Getting Funded*, **Ch. 5**-Deciding How to Fund Your Project • Querying Strategy for Interpreting RFPs/RFAs or Program Announcements & Report on Funding Sources Worksheets (see Canvas)	Complete assignments as announced, likely including: • Further revised version of your client selection memo • Draft of at least one possible needs statement

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Week 5 Thurs., Feb. 11	Letters of inquiry/ preproposals	• *Getting Funded,* **Ch. 6**-Finding a Suitable Match • *Getting Funded,* **Ch. 15**-Crafting Letters of Inquiry • *Storytelling,* **Ch. 3**-The Short Story: Writing Letters of Inquiry	Complete assignments as announced, possibly including: • Questions for review and discussion on Canvas (e.g.,Mikelonis, Ch. 6 (p. 143-144, 152-155, and 160
Week 6 Thurs., Feb. 18	Proposal elements Persuasion/audience adaptation Organizational information	• *Getting Funded,* **Ch. 8**-Preparing to Write • *Storytelling*, **Ch. 4**-Proposal Narrative: Introducing the Characters and the Place • *Getting Funded,* **Ch. 13**-Establishing Your Qualifications	*(Possible field trip to Kenton County Public Library – Erlanger)* Complete assignments as announced, possibly including: • Questions for review and discussion in Mikelonis, Ch. 13 (p. 331 and p. 339) • Sponsor's needs (See #1 on p. 340, Mikelonis et al.) • Competitive advantage (See #2 on p. 340 Mikelonis et al. and Exercise #13.1 on p. 332) • Organization information (See #3 on p. 341 Mikelonis et al.) Final client selection memo (approximate)
Week 7 Thurs., Feb. 25	Project design Logic model Theory of change Project description Goals, objectives, tasks, methods	• *Getting Funded*, **Ch. 3**–Designing Your Project • *Getting Funded,* **Ch. 10**-Writing the Project Description • *Storytelling,* **Ch. 6-** Goals, Objectives, and Methods: Making Changes by Addressing the Problem • (Canvas) Thompson, Ch. 13, The parts of a grant proposal (Canvas)	Complete assignments as announced • Questions for review and discussion in Mikelonis, Ch. 8 (pp. 206-211, p. 224) Draft of funders' memo
Week 8 Thurs., March 4	Goals, objectives, tasks, methods (cont'd) Monitoring and reporting Evaluation Sustainability	• *Getting Funded,* **Ch. 11**-Designing an Evaluation Plan • *Storytelling,* **Ch. 7**-Evaluation and Future Funding: Writing the Epilogue and Planning for a Sequel • Designing Monitoring, Reporting, & Evaluation Plans and Monitoring and Reporting Form (See Canvas) • Cause Mapping Exercise (Mikelonis, pp. 228-235) (Canvas)	• Monitoring, reporting, and evaluation plans (See Exercise 10.1 on p. 264-266) • Questions for review and discussion in Mikelonis, Ch. 11 (p. 272 and 279) Final funders memo due (approx.)
Week 9 Thurs., March 11	Budgeting	• *Getting Funded,* **Ch. 12**-Developing the Proposal Budget • *Storytelling***, Ch. 8**-The Budget: Translating Your Story form Words to Numbers	Complete assignments as announced

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Week 10 Thurs., March 18	Writing style	• Karsh & Fox, Chs. 5 & 6 (Canvas), "Foundations of proposals" and "Writing (proposals" with style: Twelve basic rules • **Storytelling, Ch. 9**-The Summary, Titles, and Headings: Preparing Your Marketing Copy • *Dummies*, Ch. 22, Ten E-Grant tips (Canvas)	**Mayerson presentations by nonprofits (possible date)** Discuss and review proposal drafts
Week 11 Thurs., March 25	Supporting material	• ***Getting Funded*, Ch. 14-**Preparing Supplemental Documents • (Canvas) Karsh & Fox, Funders' roundtables II and III	**Mayerson presentations by nonprofits (possible date)** Discuss and review proposal drafts
Week 12 Thurs., April 1	*Break – No class*		Continue drafting proposals
Week 13 Thurs., April 8	Completing the proposal	• ***Getting Funded*, Ch. 16-**Reviewing and Submitting Your Proposal • *Storytelling*, **Ch. 10**-Publishing Your Proposal Story	Assignments as announced Review proposal drafts **Grant recipient for Mayerson Project – due Fri., April 9**
Week 14 Thurs., April 15	Follow-up	• ***Getting Funded*, Ch. 17-**Investing in Ongoing Relationships • *Storytelling,* **Ch. 11**-Site Visits & Beyond	Assignments as announced Review proposal drafts
Week 15 Thurs., April 22	More proposal writing?	• *Storytelling, Ch. 12*-Beyond Grants: Applying the Storytelling Method • ***Getting Funded*,** Appendix B: Working with a Freelance Grantwriter • *Dummies*, Ch. 24, Ten ways to continue building your grant-writing skills (Canvas) • *Dummies*, Ch. 23, Ten steps to becoming a grant-writing consultant (Canvas)	Assignments as announced Review proposal drafts
Week 16 & Finals Week Thurs., April 29, and Thurs., May 5	Catch up In-class draft review Complete presentations of proposals/papers Turn in final projects	•	Assignments as announced **Unless otherwise announced, the class will meet at our regular time during final exam week on Thursday, May 6** • Reflective memo on Mayerson project due • Final completed grant proposals (including transmittals and attachments) due Fri., May 6.