

JAMES MADISON UNIVERSITY  
SOCIAL WORK DEPARTMENT  
***SOWK/FAM/ NPS 375-0001 – Grant Writing for Agencies***  
**Spring 2020 Wednesday 2:30 – 5:00pm HBS 1090**

**Instructor Name:** Laura Hunt Trull, PhD MSW      **Instructor e-mail:** [trulllh@jmu.edu](mailto:trulllh@jmu.edu)  
**Instructor Office Phone:** (540)568-6975      **Office Location:** HBS 2076  
**Office Hours:**      M, W, F 9:00 – 10:00AM  
   M, F 12:15 – 1:15 PM  
   and always by phone/text and by appointment

**COURSE SYLLABUS**

**Course Description**

Emphasizing active learning, this course teaches the basics of grant and proposal writing. Efficient research, persuasive prose and the importance of relationships are stressed. Private and corporate philanthropy and government grants are examined.

**Course Objectives:**

This course is designed to:

- Present grant writing as part of the funding partnership which includes planning, research, outreach and cultivation of funding sources
- Provide the opportunity to learn and practice formal writing skills
- Practice identifying and clearly communicating an organization's needs
- Orient students to the range of grant and contract applications available
- Explore the role of technology in grant writing
- Explore sources of grant funding relevant to an organization's purpose and needs
- Provide the opportunity for students to practice designing activities and detailed implementation plans that will produce desired outcomes for customers
- Identify basic budgeting skills for grant writing success
- Provide an understanding of how proposals are evaluated by funders
- Allow the student an opportunity to create a grant proposal

**Learning Objectives:**

Upon successful completion of this course, the student will be able to:

1. Explain the funding partnership with the component parts
2. Demonstrate beginning competencies in the writing & critique of grant proposals
3. Discuss the foundation knowledge relevant to the grant writing process
4. Practice and utilize oral and written communication skills needed in grant work
5. Demonstrate intermediate level understanding of the function of technological resources in the grant writing arena
6. Discuss the literature and resources available to grant writers
7. Understand how to produce a complete grant proposal

Competence in meeting the above objectives will be measured by classroom participation, written assignments, testing and, and in some cases, a semester project.

## **Teaching Methods**

Teaching and Learning Methods Include: Face to face classroom lectures and activities, class participation, community-based out of class activities, and online learning modules. The course instructor may systematically investigate teaching efforts and student learning to include lecture, class discussions & presentations, exercises, readings, directed activities and field trips.

## **Course Reading and Support Materials**

Coley, S.M. & Scheinberg, C. A. (2017). Proposal Writing: Effective Grantsmanship (5th ed.).

Thousand Oaks, CA: Sage Publications, Inc.

## **Course Expectations**

### **ATTENDANCE, PARTICIPATION, AND PREPARATION:**

Attendance at, participation in and preparations for class lectures, exercises, and discussions are a normal part of course requirements. If you have a reason to be absent, you must notify me in **advance** via email or text. Problems in attendance may require a problem-solving conference and development of an attendance contract. Where such standards are not met, the professor may administer a ten percent (10%) grade reduction. In addition, students are responsible for all materials and assignments covered during class periods. It is the responsibility of each student to determine what material/assignments were missed if they are unable to attend class.

### **MAKE-UP POLICY:**

All assignments will be due on the date announced in class, at the beginning of the class period. Assignments turned in late will be penalized **5% per day** (24 hour period). Email requests for late assignments will be reviewed if submitted prior to the due date. I am flexible beforehand, not after. Tests are to be taken at the assigned time.

### **TECHNOLOGY:**

This is a Bring-Your-Own-Device class. You will want to have a laptop or tablet with you for each class. Turn all other electronic devices/phones on silent/vibrate before entering the classroom. Failure to comply will result in a deduction in your participation grade. Most classrooms are wireless which will be a benefit many times in class. Unauthorized use of the internet during class time is unprofessional behavior and will impact your participation grade. The use of your laptop for note taking is acceptable. You will need a computer with internet access, speakers and a microphone for home use in the event of a closure or delay for weather-related or other reasons. Class may take place virtually during the same timeframe in the event of a JMU closing.

### **PROFESSIONAL COMMUNICATION:**

Professional practice requires well developed communication skills. Professional dress is expected for all presentations and field trips. All assignments written or verbal are to be presented in appropriate form (APA Format). *If you need help developing your writing skills, please take advantage of the Writing Resources available on campus.*

## **STUDENT CONFERENCES:**

Student conferences with the professor are encouraged for professional and personal assessment of class performance as well as for informal discussions of the course material, related topics, and concerns. Please feel free to either make an appointment or just drop by for a visit.

## **University Closing and Class Cancellations**

If the university closes, classes are cancelled and decisions on how to make up the time will be made by the instructor. Options include a) holding class on the official university make up day, b) holding class at another time acceptable to students, c) holding class electronically, d) assigning additional work commensurate with course time missed or e) making up materials in remaining class sessions. If class is cancelled by the instructor for other reasons, specific directions will be provided by the instructor and could include holding class electronically or through additional assignments commensurate with the course time missed.

## **Professionalism, Classroom Etiquette and Participation**

Social work classes are predicated on preparing professionals. As such, in the social work program--distinct from academic programs that consider only scholastic performance--faculty also monitor students to determine if you are engaging in behaviors appropriate to professional conduct. Therefore, demonstration of standards appropriate to the social work profession is considered to be a normal part of the course requirements. In addition to fulfilling academic expectations, students are expected to cultivate the following habits and characteristics. Consistent deficits in any of these areas may impact the final grade.

Punctuality	Assumption of responsibility for actions
Attendance	Acceptance of written feedback (200 level course)
Follow Through/Dependability	Effective use of written feedback (3-400 level course)
Handling stress	Meeting of Deadlines
Using humor appropriately	
Flexibility	Work organization

In keeping with positive classroom etiquette, please be aware that you should not engage in unauthorized use of Internet, email access and texting during class. You will also want to be sure that your cell phone ringer is off during the class session.

## **Professional Behaviors Chart :**

**Professional Behaviors Charts** are explained in class. Students may receive charts as indication of areas that need to be strengthened in regards to behaviors that support student's professional development. The charts are extensive and generally reviewed with the professor. A student is required to develop strategies to address behaviors of concern. A copy of the behavioral concern is forwarded to a student's academic advisor for review and may be considered for admissions and later field placement decisions.

**Teaching Note for Declared Social Work Majors:**

Professionalism, classroom etiquette and participation are standards in this course and all social work courses. This instructor may discuss with you particular behavioral challenges exhibited with the expected outcome being your positive response and diligent efforts of correction. Such conversations or identified areas of challenge are documented through a departmental form given to the student and retained in their departmental record. Accumulation of such forms across courses may result in a departmental response.

**Departmental Grading Scale**

The following scale is used for all course final grades in the Department of Social Work (Grades will NOT be rounded up). Grading Scale and G.P.A. Equivalent [Revised May 2005]

<b>A</b>	<b>100-</b>	97	4.0	<b>A-</b>	94	3.7
		96	3.9		93	3.6
		95	3.8		92	3.5

<b>B+</b>	91	3.4	<b>B</b>	88	3.1	<b>B-</b>	85	2.8
	90	3.3		87	3.0		84	2.7
	89	3.2		86	2.9		83	2.6

<b>C+</b>	82	2.5	<b>C</b>	79	2.2	<b>C-</b>	76	1.9
	81	2.4		78	2.1		75	1.8
	80	2.3		77	2.0		74	1.7

<b>D+</b>	73	1.6	<b>D</b>	69	1.2
	72	1.5		68	1.1
	71	1.4		67	1.0
	70	1.3		66	.9
				65	.8

A - Excellent mastery of material; outstanding scholarship; excellence in self-assessment.

B - Good mastery of material; you're able to look at the question from different perspectives; above average in self-assessment.

C - Basic understanding of the content; not much depth in your answer; average in self-assessment.

D - Borderline understanding of the material and/or answers are incomplete; below average in self-assessment.

F - Failure to understand the material; unsatisfactory skill performance.

**Grades in required Social Work Courses:**

In order to progress in the social work curriculum, no grade lower than a C (2.0) can be received in this course. *The statement should be on the syllabi for the following courses: SOWK 287, 288, 305, 317, 320, 335, 465, 466, 467, 481, 482 and 494.*

In addition, each course in the core curriculum contains required program-driven assignments and activities (PDAs). Students must complete all course PDAs to receive a final grade and credit for the class. In the event that a program-driven requirement is not completed, a final grade cannot be awarded, and "Incomplete" will be entered in the transcript until all PDAs are fulfilled.

Incompletes will be granted only when a student is unable to complete course work because of illness or another equally compelling reason. Coursework must be completed by the end of the next regular semester, or the grade is recorded permanent as "F". A student seeking a grade of "I" must make that request to the relevant faculty member before the end of the semester in which that course is taking place. To make a request for "I", the student must complete the Request for Incomplete form available in the Student Handbook.

***A course may be repeated only once in order to continue in the major.*** You may repeat the course(s) during the semester application to the program or field is completed.

### **Written Work Back-Up**

Keep a second copy of any written work submitted. If for any reason work submitted is lost/misplaced/not available, faculty cannot assume that work was submitted and was of acceptable merit. Likewise, keep exams and papers returned with a grade or comments should grade lists be lost or inadvertently deleted from a faculty computer. In the event of the above, it would be your responsibility to submit the material in question.

**Scholarly Research on Pedagogy:** The course instructor may choose to systematically investigate teaching efforts and student learning in this course. To this end students may be asked to provide feedback about various course experiences including those related to learning about experience of poverty. Those responses may be used in scholarly efforts without any identifying information of the student. Should you object, please notify the professor.

### **Accommodation for Students with Special Needs:**

If you have a disability protected under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, students with special needs who require accommodations in the class room based on his /her documented disability condition must contact the instructor immediately to discuss their specific needs. Students also need to contact Office of Disability Services <http://www.jmu.edu/ods> before any appropriate accommodations can be made. JMU does not discriminate on the basis of race, color, creed, national of origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities.

### **Library Resources**

If you need help completing your research assignments, you can contact our Liaison Librarian, Liz Chenevey. Email her specific questions at [chenevet@jmu.edu](mailto:chenevet@jmu.edu), schedule a one-on-one appointment at <http://events.lib.jmu.edu/appointments/liz>, or drop by her Research Hours on Mondays in Miller 1162 from 2:30-4:30, Wednesdays in Carrier Library 125F from 3-5, or Thursdays in HBS 2073 from 2-4.

### **See <http://www.jmu.edu/syllabus> for information on the following course policies**

- Attendance Policy
- Academic Honesty/Honor Council Statement
- Adding/Dropping Courses Policy
- Disability Accommodations
- Religious Observation Accommodations

## **Course Requirements**

Each student will be required to complete:

<u>Assignment</u>	<u>Point Value</u>	<u>Due Date</u>
Quizzes	12%	1/22/ - 3/4
Group Quiz and Content Development	10%	1/29 – 3/4
Agency Poster	10%	3/4
Exam	10%	3/18
Grant Proposal	25%	8/27/18- 11/12/18
Blog Participation	10%	2/3 – 4/24
Grantor Process	10%	Ongoing, 4/29
Awards Ceremony Participation	3%	5/6
Class Attendance & Participation	10%	Ongoing, 5/6
TOTAL	100%	

## COURSE OUTLINE

Week	Date	During Class	Assignments to work on for next class (may include additional reading not listed)
1	1/15/20	Syllabus Review Introductions Learning by Giving Foundation Grantor Process Phase 1 – Planning (Understand Learning By Giving Responsibilities and review Letter of Intent) Introduce Blog Assignment	Read Chapter 1: An Orientation to Proposal Writing Review grant samples Begin Writing Blogs! Develop Committees Establish Groups (2-11)
2	1/22/20	Quiz 1 Grantor Process Phase 2 – Inputs (Student Interest Assessment and Scoring Rubric)	Read Chapter 2: Understanding the Nonprofit Agency & Read Chapter 3: Finding and Applying for Funding
3	1/29/20	Quiz 2 - Groups 2 & 3 Grantor Process Phase 3 – Implementing (Review Student Interests, Letters of Intent and Assign Student Collaborators)	Read Chapter 4: The Proposal Overview & Read Chapter 5: Logistics and Basics of Writing the Proposal
4	2/5/20	Blog posts begin	Philanthropy Scavenger Hunt During Class
5	2/12/20	Quiz 3 – Groups 4 & 5	Read Chapter 6: Design the Program & Read Chapter 7: Program Objectives and Evaluation
6	2/19/20	Quiz 4 – Groups 6 & 7 What is Philanthropy? Film	Read Chapter 8: Writing the Need or Problem Statement & Read Chapter 9: Program Description
7	2/26/20	Quiz 5 – Groups 8 & 9 Grantwriting Conferences with Professor in Class	Read Chapter 10: Creating the Budget and Budget Justification & Read Chapter 11: Other Proposal Components and Finishing Touches

8	3/4/20	Quiz 6 – Groups 10 & 11	<b>Agency Posters DUE in class – Poster Session</b>
NO SCHOOL – SPRING BREAK 3/9 – 3/13/20			
9	3/18/20	<b>Exam</b>	Social Justice Philanthropy Reading <a href="http://curriculum.affund.org/">http://curriculum.affund.org/</a> Grantmaking with a Racial equity lens
10	3/25/20	Discuss Reading Grantwriting Conferences with Professor in Class	
11	4/1/20	Guest Speakers Finalize Scoring Rubric	
12	4/8/20	<b>Grant Proposal DUE Grant Presentations in Class</b>	
13	4/15/20	Grantor Process Phase 4 – Reviewing (Review grant proposals and score)	
14	4/22/20		NO Class
15	4/29/20	Grantor Process Phase 5 – Awarding (Negotiate selection, budget and send award notification)	<b>Grantor Process Reflection DUE via Canvas</b>
16	<b>5/6/20</b>	<b>Awards Ceremony 3:00 – 5:00 (Wednesday) Participation Rubric DUE</b>	<b>Mandatory Attendance – Montpelier Room (top floor of E-hall)</b>