

**PAI 400: Grantwriting for Nonprofit Organizations
Spring Term, 2020**

Day and Time: Monday/Wednesday, 8:00am to 9:20am

Location: Maxwell Hall 111

Office hours: Monday 2pm to 3pm and by appointment

INSTRUCTOR

Instructor: Julia Carboni, MPA PhD

Office Hours/Location: Eggers 400E (in PARCC)

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COURSE DESCRIPTION

This course will introduce grant writing for nonprofit organizations. Students will learn about the grants landscape for nonprofit organizations and develop their skills in identifying sources of grant funding, conducting research to support grant applications, and writing grant proposals for a nonprofit community partner. Students will write a grant proposal for a community partner.

REQUIRED COURSE MATERIALS

Karsh, E. and AS Fox. (2014). *The Only Grant-Writing Book You'll Ever Need*, 4th Edition. Basic Books.

This book is available for free as an eBook from the Syracuse library.

Suggested

Strunk and White. 1999. *The Elements of Style: 4th Edition*. Longman.

LEARNING OBJECTIVES

Upon successful completion of this course, a student should be able to:

- Describe grantwriting as a profession and practice
- Describe the role of grants for nonprofit organizations
- Understand grants landscape including the sources and types of grants for nonprofit organizations
- Manage the grantwriting process for nonprofit organizations
- Write a grant for a nonprofit organization
- Succinctly and professionally present to a grant
- Interact with community partners in a professional manner

INSTRUCTOR'S CLASSROOM POLICIES

As an instructor, I focus on creating a learner-centered environment; helping students make connections between course materials and the real world of policy and management; and incorporating professional skills development into classroom activities and assignments.

In a learner-centered environment, my role is to facilitate student learning and progress. Rather than handing you answers, I will guide you to think critically about course materials through a variety of classroom exercises. Beyond giving you more responsibility for your learning process, this inclusive and active environment gives you the opportunity to engage in a collaborative

learning process that includes diverse perspectives of the instructor and other students. I utilize teaching cases; class and small group discussions; activities; and team projects to foster this environment.

Because nonprofit management is a professional discipline, I push students to make connections between course materials and the real world of management. You should understand how class concepts are related to issues you may face in your career. I encourage you to draw upon your own professional experience and share with the class when appropriate.

Beyond connecting course materials to the real world, I incorporate professional skills into class activities and assignments. I structure assignments so you can develop professional skills in addition to substantive knowledge. In the spirit of transparency, I include information about professional skill development in assignments and grading rubrics.

Your participation in the class is instrumental to creating a learner-centered environment. To that end, I have the following expectations:

- 1. Be prepared to do quality work.**
- 2. Conversation is key.** Do not expect me to spend the entire time lecturing. Please come to class ready to discuss the readings and participate in class activities.
- 3. Be respectful in your interactions with the instructor and your peers.** This does not mean that anything we say in class should be accepted uncritically; it means that we should hold all ideas up to scrutiny but not their proponents to ridicule.
- 4. Do not monopolize the discussion.** Collaborative learning requires participation from more than one or two “usual suspects.” I reserve the right to speak privately to you about this issue.
- 5. Remain focused.** Keep your discussion focused on the reading, lecture or the question that we are discussing. This is a place to hone your professional skills and understanding of nonprofit management, not a place to air your personal opinions.
- 6. Although plagiarism is rare, it is never acceptable.** Be especially careful about using large amounts of material you find on the internet. Use it sparingly and make sure you cite the source. If I catch you plagiarizing once, you will receive a zero for the assignment. If I catch you plagiarizing twice, you will receive a grade of F for the course.
- 7. Classroom decorum – Arriving late, reading emails, “facebooking”, talking in class, and walking out and coming back are all disruptive of the learning environment.** This is a professional program and students and faculty should expect each other to behave in a professional manner. If you will be late to class or leave early with some regularity, let me know. If you have a medical condition that requires you to get up frequently, sit close to the exit to minimize the disruption.

Please turn off your cell phones prior to class.

ASSIGNMENTS AND GRADING

Assignment	Grading Weight
Attendance and participation	20%
Skills workshop drafts (8 @ 5% each)	40%
Final Presentation	15%
Final Grant Submission	20%
Group Project Peer Evaluation	5%
Total	100%

All assignments are due by the beginning of class on the due date unless otherwise noted. Submit assignments to the relevant Blackboard assignment page. For group assignments, only one person needs to submit. **DO NOT** email assignments.

Late assignments will be penalized one full letter grade per business day (Monday – Friday) late. Assignments more than 10 business days late will not be graded.

Detailed information and grading rubrics will be provided on Blackboard for each assignment prior to the due date. Students have two (2) weeks from the time an assignment is graded to contest a grade. The instructor will re-grade assignments if requested. By asking for an assignment to be re-graded, the student acknowledges that grades may be lowered, raised or remain the same upon re-grading.

Attendance and Participation- The in-class participation grade is based on attendance and contributions to classroom discussions and activities. Just showing up to every class is worth about a C. Great attendance and frequent reactive participation (responding to questions and when called on) is worth about a B. Great attendance and frequent proactive participation (asking questions and fostering discussions) is worth about an A. Attendance will be documented through a sign in sheet. Excused absences will not negatively affect your participation grade.

The instructor reserves the right to make changes to assignments, due dates and the course schedule with reasonable notice to students.

This class may use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I may also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. If you are caught cheating once, you will receive a zero for the assignment. If you are caught cheating a second time, you will receive an F for the course.

Grade Scale

The following grading scale will be used for final grades.

Grade	Minimum Percentage
A	93.00-100
A-	90.00-92.99
B+	86.00-89.99
B	83.00-85.99
B-	80.00-82.99
C+	77.0-79.99
C	73.00-76.99
C-	70.00-72.99
D	60.00-69.99
F	<60.00

COURSE SCHEDULE OVERVIEW

Date	Topic	Readings	Deliverables	Notes
1/13/2020	Introduction	n/a		
1/15/2020	Overview of nonprofit sector and revenue sources	<p>McKeever, Brice. (2019). The Nonprofit Sector in Brief 2018: Public Charities, Giving, and Volunteering. The Urban Institute. Link to reading: https://nccs.urban.org/publication/nonprofit-sector-brief-2018 (Blackboard)</p> <p>Young and Soh. (2016). Nonprofit Finance: Developing Nonprofit Resources. In Nonprofit Management and Leadership, 4th Edition. eds. David Renz Jossey Bass. (Blackboard)</p>		
1/20/2020	No class - MLK, Jr. Day			
1/22/2020	Types of grants	Karsh and Fox, Lesson 1-2		
1/27/2020	Principles and practices of successful grants/grant writers	Karsh and Fox, Lesson 3-4		
1/29/2020	The grantmaking process	<p>Karsh and Fox, Lesson 5-6</p> <p>Karsh and Fox, Funders Roundtable</p>		
2/3/2020	Community partner visit	Community partner materials (Blackboard)		
2/5/2020	Team project development day	n/a		We will spend this class discussing the community partner needs and path forward.
2/10/2020	Lecture: Organizational readiness	Grant Readiness Inventory (Blackboard)		
2/12/2020	Skills workshop: Determining organizational readiness	n/a- workshop day		Students should come to class with an individual draft of the

				<p><u>organizational readiness statement</u> to be used as the basis of discussion and draft of the group assignment. Students should submit to Blackboard. Students may be asked to present.</p> <p>Specific requirements on Blackboard.</p>
2/17/2020	Lecture: Defining need	Karsh and Fox, Lesson 7	Draft organizational readiness due (one per group)	
2/19/2020	Skills workshop: Composing the need statement	n/a- workshop day		<p>Students should come to class with an individual draft of the <u>need statement</u> to be used as the basis of discussion and draft of the group assignment. Students should submit to Blackboard. Students may be asked to present.</p> <p>Specific requirements on Blackboard.</p>
2/24/2020	Lecture: Identifying funders	TBD	Draft need statement due (one per group)	
2/26/2020	Skills workshop: Identifying funders using foundation directory online	n/a- workshop day		
3/2/2020	Lecture: Developing grant goals and objectives	Karsh and Fox, Lesson 8	FDO Scavenger Hunt (individual)	

3/4/2020	Skills workshop: Developing grant goals and objectives	n/a- workshop day		<p>Students should come to class with an individual draft of the <u>grant goals and objectives</u> to be used as the basis of discussion and draft of the group assignment. Students should submit to Blackboard. Students may be asked to present.</p> <p>Specific requirements on Blackboard.</p>
3/9/2020	Lecture: Identifying existing community assets	<p>Karsh and Fox, Lesson 10</p> <p>Community Toolbox, Section 8: Identifying Community Assets and Resources</p> <p>Community Toolbox, Assessing Community Needs and Resources Toolkit (online: https://ctb.ku.edu/en/assessing-community-needs-and-resources)</p>	Draft goals and objectives due (one per group)	
3/11/2020	Skills workshop: Mapping existing community assets	n/a- workshop day		<p>Students should come to class with an individual draft of the <u>community assets map</u> to be used as the basis of discussion and draft of the group assignment. Students should submit to Blackboard. Students may be asked to present.</p> <p>Specific requirements on Blackboard.</p>

3/16/2020	NO CLASS- SPRING BREAK			
3/18/2020	NO CLASS- SPRING BREAK			
3/23/2020	Lecture: Program Evaluation	Karsh and Fox, Lesson 9, 11 Kellogg Logic Model Guide (Blackboard – read the entire document)	Draft community assets due (one per group)	
3/25/2020	Skills Workshop: Developing logic models	n/a- workshop day		Students should come to class with an individual draft of the <u>logic model</u> to be used as the basis of discussion and draft of the group assignment. Students should submit to Blackboard. Students may be asked to present. Specific requirements on Blackboard.
3/30/2020	Skills Workshop: Developing evaluation plans	n/a- workshop day		Students should come to class with an individual draft of the <u>evaluation plan</u> to be used as the basis of discussion and draft of the group assignment. Students should submit to Blackboard. Students may be asked to present. Specific requirements on Blackboard.

4/1/2020	Lecture: Budgets	Karsh and Fox, Lesson 12	Draft logic model and evaluation plan due (one per group)	
4/6/2020	Team work day	n/a- workshop day	Updated work plan due (counts toward participation credit)	
4/8/2020	Skills workshop: Developing a budget	n/a- workshop day		Students should come to class with an individual draft of the budget to be used as the basis of discussion and draft of the group assignment. Students should submit to Blackboard. Students may be asked to present. Specific requirements on Blackboard.
4/13/2020	Lecture: Sustainability after the grant concludes	Karsh and Fox, Lesson 13	Draft budget due (one per group)	
4/15/2020	Skills workshop: Putting together the grant narrative, part 1	n/a- workshop day		
4/20/2020	Skills workshop: Putting together the grant narrative, part 2	n/a- workshop day		
4/22/2020	Skills workshop: Putting together the grant narrative, part 3	n/a- workshop day	Draft grant proposal due (one per group)	
4/27/2020	Presentation to Community Partner	n/a	Final grant due: 5/6/19 at midnight Peer eval due: 5/8/19 at midnight	

Syracuse University Policies (written by the University)

University Attendance Policy: Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use “ESPR” and “MSPR” in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SUESS. More information regarding Orange SUESS can be found here, at <http://orangesuccess.syr.edu/getting-started-2/>. Students should also review the University’s religious observance policy and make the required arrangements at the beginning of each semester.

Syracuse University Policies: Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important of these concern:

- Diversity and Disability (ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community) can be found here, at: <https://www.syracuse.edu/life/accessibilitydiversity/>.
- Religious Observances Notification and Policy (steps to follow to request accommodations for the observance of religious holidays) can be found here, at: http://supolicies.syr.edu/studs/religious_observance.htm
- Orange SUESS (tools to access a variety of SU resources, including ways to communicate with advisors and faculty members) can be found here, at: <http://orangesuccess.syr.edu/getting-started-2/>
- Disability-Related Accommodations: Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Office of Disability Services (ODS) in this process.

If you would like to discuss disability-accommodations or register with ODS, please visit their website at: <http://disabilityservices.syr.edu>. Please call (315) 443-4498 or email disabilityservices@syr.edu for more detailed information.

ODS is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible to begin this process.

Academic Integrity Policy: Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as

about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and nongrade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.