GRANT WRITING I
COURSE SYLLABUS

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TEXTBOOKS:

COURSE GOALS AND OBJECTIVES
With funding rates ranging from 30% at best to the single digits for many programs, preparation of a grant application is demanding. Successful grant proposals entail leadership, collaborative partnerships, careful planning, and realistic budgeting. This course is designed to build your expertise and experience with this range of tasks and skills to develop a successful grant proposal in the real-life context of a work group.

Be aware, though, that a “successful” proposal isn’t necessarily a proposal that gets the money. The odds in grant work are simply too long to warrant investing the time and effort required to generate a proposal only if the award comes through. To be cost-effective, the proposal development process has to stand on its own merits, moving the requesting organization closer to its goals and mission. Our goal and objectives for this course, then, are as follows:

Goal: Participate in a collaborative work group to jointly produce a letter grant proposal.

Objectives:
• Identify potential sponsors.
• Identify the priorities, strengths and needs of a particular grantee organization.
• Assess the “fit” of potential funding opportunities with the priorities and strengths of a particular grantee organization.
• Develop a letter grant proposal per course guidelines.
• Collaborate effectively and efficiently in a proposal development work group.

COURSE REQUIREMENTS
• Complete the assigned readings on time.
• Participate in class and group discussions and activities.
• Carry a fair share of the collaborative assignments.
• Complete research and written assignments from the instructor and for the work group on time.
• Provide thoughtful and timely feedback on other students’ work.

**Grading**
Participation 20%
Rationale 20%
Need statement 20%
Draft proposal 20%
Final proposal 20%
Grading scale: A = 90-100% B = 80-89% C = 70-79%

**Participation:** Group members will contribute brief evaluations of the each individual’s contributions. These evaluations will be discussed in the group and shared with the instructor. These assessments, along with in-class writings, discussion board postings, and instructor observation, will be considered for the participation grade.

In practical terms, developing an effective team will mean spending some time during each week reflecting on how well the group is working and providing brief feedback to team members about their performance. Should a problem develop that the team cannot settle on its own, it is the responsibility of the team to bring this to my attention and to seek help. Individuals in the group may not take it on themselves to make an “end run” on their team by coming to faculty with complaints about teammates.

Dealing with inadequate performance by a team member or members is a common problem that teams face (or perhaps as often, avoid facing) in work organizations. While all members are expected to work on problems such as this through non-coercive means, everyone should be aware that each team, as a team, has the option of “firing” any group member who does not contribute sufficiently to the group's efforts. To avoid losing credit for the course, the “fired” individual will then have to complete all remaining group assignments individually. The “fired” individual will lose ten points (out of a possible one hundred) toward his or her final course grade.

To help you monitor the dynamics of your group, I will include questions about your group roles and processes to be answered as part of your weekly notes to me via email.

**Weekly Readings Forum.** You will respond to a prompt based on the assigned readings for the week during Weeks 2 through 6 of the course. Your original postings addressing the weekly readings should be made no later than noon each Tuesday. You are expected to make at least one additional posting commenting and reflecting upon the comments of your peers no later than noon each Friday. If you post weekly and interact with your peers, you may expect full credit unless otherwise notified.

**Other Class Discussion Forums and Group Discussion Forum.** The quality of your postings (we're not looking for “good idea” or “neat”) will be assessed along with their regularity. Quality criteria will include your contributions of new and meaningful ideas, coherence of your messages, and relevance of your replies to other messages as they build on other messages to elaborate, contradict, modify, or explain ideas.
Rationale: The scoring rubric for this assignment will be jointly devised by the instructor and students and will be drawn from the assigned readings.

Need Statement and Objectives: The need statement describes a finite and identifiable gap between the current state of affairs and what ought to be. Describing the current state of affairs often entails a review of current practice and literature in areas relevant to the proposed project. Objectives should represent the logical “next step” for addressing the gap identified in the need statement. Ideally, objectives should be specific, immediate, measurable, practical, logical, and evaluable.

Draft Proposal: The primary scoring criterion for the draft proposal will be completeness. Required elements will be an overview sentence and appeal, need statement, objectives, methods, grantee capabilities, budget estimate, and closing.

Final Proposal: A full copy of a submittable letter proposal. The scoring rubric for this will be drawn from the sponsor guidelines but may not include all the sponsor’s requirements since the objectives of this course are limited production of a 3- to 5-page letter proposal.

ONLINE COURSE ACCESS AND TECHNICAL REQUIREMENTS
You may access the course via http://bblearn.missouri.edu. Under the course login, select My Blackboard and enter your PawPrint. If you have difficulty logging in to the course or you do not see the course listed, please contact the Mizzou IT Help Desk at 882-5000. Our IT professionals recommend that you use either Firefox or Internet Explorer. We have seen some glitches in using Blackboard with GoogleChrome.

You will need a computer with Internet access at speeds of at least 56 Kbps. To view lectures and participate in voice chat with other group members, your computer must have speakers and a microphone.

TECHNICAL HELP
If you are having any technical difficulties (e.g., logging in, accessing the discussion board) please email helpdesk@missouri.edu or contact the DoIT Help Desk at 882-5000 (for out-of-area MU Direct students, call toll-free at 866-241-5619).

EXPECTATIONS
What the Instructors and Your Peers Expect from You: It is important to understand that this is a lab course that requires hands-on involvement. By enrolling in this course, you have agreed to contribute to weekly discussions by accessing the class and group discussion boards regularly. This will require a team effort, respecting and helping each other as we build a community of learners. We also expect that you are coming to the course with a foundational understanding of Internet terms and functions.

This course is designed to meet virtually. It is essential that you access the course site each day, Monday through Friday, to check for course announcements, interact with your work group, respond to discussion postings, and submit assignments.
Grant writing is a group activity, and the class is structured to reflect this reality. Class work will be highly interactive and will include small group activities, writing workshops, discussions, and lectures. Online group work will be ongoing throughout the course.

Please make every effort to login regularly throughout the course. More than three days’ absence will place your credit for the course in jeopardy. If for some reason you must be offline and therefore unavailable for more than a day at a time, please notify the instructor and the members of your group in advance.

No late papers will be accepted. Any adjustment to deadlines must be arranged well in advance.

**What You May Expect from the Instructor:** I will monitor email no less than once a day, respond to questions within 24 to 48 hours, facilitate online discussions, and help build a learning community.

**WEEKLY ROUTINE**

Every week, you should expect to login to the course site daily. Each week of the course has a corresponding instructional unit which includes your assigned readings and/or lectures, instructor commentary, weekly discussion prompts, proposal development assignments, and a prompt for a weekly email to the instructor. You should complete your readings and review of the course commentary before posting to the discussion boards.

Your routine at the beginning of the course will focus more on gathering information and knowledge. As the course moves along, the focus will gradually shift toward using the information you have gathered and applying your knowledge to draft and revise your group’s grant proposal and to critique the work of other groups. At the beginning of the course, a typical week might look like this:

**Monday -** Finish the assigned readings and/or online lecture and frame your response to the weekly readings prompt that’s part of the weekly reflection email you will send to the instructor at the end of each week.

**Tuesday -** Participate in your group’s discussion board postings regarding the week’s group assignment.

**Wednesday-Thursday -** Use your group’s discussion board and, at the group’s discretion, the Wimba chat tool, to develop the week’s group assignment. Monitor the Class Discussion Board and respond to your classmates’ postings if that is part of the week’s assignments.

**Friday -** Finish the week’s group assignment by the assigned deadline. Follow instructor directions for turning in assignments. Post responses to classmates’ postings on the Class Discussion Board if that is part of the week’s assignments. Use email to respond to the instructor’s weekly reflection email by noon Friday.

**ONLINE CLASS NETIQUETTE**

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived to be, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and can generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

**SPECIAL NEEDS**
If you have special needs as addressed by the Americans with Disabilities Act (ADA), please notify the instructor immediately. Reasonable efforts will be made to accommodate your needs. From disability services:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with the instructor, please inform the instructor immediately. Please contact the instructor in 202 Jesse Hall, by phone at 573-884-6438, or via email.

If disability-related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (http://disabilityservices.missouri.edu), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

**ACADEMIC HONESTY**
Academic honesty is fundamental to the activities of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with the instructor. Cases of academic dishonesty must be reported to the Office of the Provost for possible action, and the instructor may assign a failing grade for the assignment or for the course, or may adjust the grade as deemed appropriate.

It is important to note, however, that “original work” takes on a slightly different meaning in a grant proposal than in more traditional academic assignments. If you are preparing a proposal for a community organization, the assumed “author” of the proposal will be that community organization. Your role as a grant writer becomes something of a ghost writer who can use publications and documents from the community organization--the proposal “author”--as sources for your proposal text. This concept will be new to many students, and can present some tricky ethical situations. *Do not take risks with academic honesty. If you have questions about how to use or cite any information in your proposal, check with the instructor.*

**UNIVERSITY POLICIES**

**Intellectual Property.** MU has implemented the Tegrity Lecture Capture System. The system allows us to record and distribute lectures and other audio and video recordings to you in a secure environment through Blackboard. You may watch recordings online or download them for off-line viewing on your computer, smartphone, or media player. These recordings are jointly
copyrighted by the Curators of the University of Missouri and your instructor. Posting them to another website, including YouTube, Facebook, BlipTV, or any other site without express, written permission may result in disciplinary action and possible civil prosecution. Likewise, course materials prepared by the instructor and/or your classmates are intended for use in this class. You may not distribute or use these materials outside the context of this class without permission from the author(s).

**University of Missouri Notice of Nondiscrimination.** The University of Missouri System is an Equal Opportunity/Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability, or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 130 Heinkel Building, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, US Department of Education.

**Intellectual Pluralism Statement.** The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the departmental chair or divisional leader or Director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**Grievance Policy.** Information concerning student grade appeal procedures and non-academic grievances and appeals may be found in the Student Handbook.