CRITICAL INFORMATION!
DO NOT SKIP THIS LINK BELOW . . .

BEFORE PROCEEDING TO READ THE UCAP MODULE, YOU ARE EXPECTED TO READ AND ADHERE TO ALL UCAP POLICY INFORMATION CONTAINED ON THIS LINK BELOW

URSULINE COLLEGE
PR 321: Grant Writing

Instructor: Laura Hammel, PhD, APR

Contact Information: Ursuline (Pilla, 235)
lhammel@ursuline.edu
(216-224-5383) PREFERRED


Course Objectives
By the end of the course, students should be able to:

1. Distinguish the role of fundraising in the nonprofit sector.
2. Differentiate between campaign types and the dollars they raise.
3. Assess and discuss fundraising techniques used by today’s nonprofits
4. Learn and employ the basics of grant writing and the use of the Foundation Center Directory in the grant writing process.
5. Prepare a written grant for a non-profit
6. Appreciate and understand the important role the Board of Trustees plays in fundraising
7. Evaluate when various types of campaigns are appropriate for particular efforts
8. Acquaint self with appropriate funding sources
9. Develop an appreciation for the role of development professionals in running fundraising campaigns
10. Believe in the importance of ethical attitudes and values in asking for money
11. Establish an appreciation for foundation deadlines to ensure maximum efficiency of the grant writing process


Special Note: The instructor reserves the right to alter syllabus content points as the semester unfolds.

The text will be supplemented with additional readings and handouts. Open, lively threaded discussions are vital to the learning process of this class. Your opinions are important, but the text provides valuable insight into the practice of public relations writing. You need to be able to discuss your experiences within the context of the concepts and ideas developed by the book’s
authors. Please be prepared to discuss using the book and additional readings as a way of focusing on the relationship building opportunities that you encounter.

EXPLANATION AND REQUIREMENTS FOR AN ONLINE COURSE:
An online course allows students to work when it is convenient for them, however work must be accomplished in the timeframe published on the Schedule of Activities. Each week the instructor will upload lectures relevant to the assigned readings and/or projects and related research.
Students are responsible for leading, participating in and monitoring online discussions based on readings.

Requirements:
1. Students are required to participate in all online discussions (Threaded Discussions = TDQ). **Students must respond to ALL posts by instructor and at least 2 posts by classmates.***
2. **Students are required to post to CHAT ROOMS.**

*Threaded discussions/TDQs: Participation in the online classroom via both threaded discussions and chat rooms at assigned times is mandatory.** Students are required to post their primary posting to discussion questions by Tuesday and 2 secondary responses to other students’ postings from Wednesday to Saturday on a minimum of two separate days. In addition, students are responsible for monitoring responses to their own primary postings throughout the week. It is advisable for students to log into the classroom on a regular basis in order to participate in online discussions. **Primary postings after Tuesday at midnight and secondary postings after Saturday at midnight will be considered late and will lose grade points.**

**IMPORTANT:** Secondary responses are essential for the online learning environment. Any student who does not participate in secondary discussions for one or more weeks will automatically lose one letter grade for each missed week regardless of total points.

Final Project: Research and write a grant for a local nonprofit organization. Present the grant online to the class using Power Point or other professional presentation techniques.

Student Evaluation Techniques:
- Participation in chatrooms (4 @ 300 each) = 1200
- Primary postings to online discussion (6 @ 275) = 1650
- Secondary postings to online discussion (12 @ 150) = 1800
- 12 Assignments (50 points each) = 600
- Final Project = 800
- Presentation PowerPoint = 600
- Total = 6650

Preparation and Assignments
Note: Each written assignment will be graded in two parts: 1) 50% content and 2) 50% grammar.

All written assignments need to be typed and double-spaced (11 pt. font), unless otherwise noted. Correct spelling and grammar are essential to credible written communication. While spelling and
Grammar checking software programs provide a good starting point, they do not replace careful proofreading. Poor spelling and grammar will affect the grammar portion of your grade.

Also, in all written assignments, it is extremely important that you integrate concepts from the text and class notes into your work to demonstrate your understanding of the material. Your application of text/class concepts in written assignments will affect the content portion of your grade.

*Written assignments must be deposited in the appropriate DROP BOX in Angel. Drop boxes will be clearly marked.*

**Grading Scale:** 93-100=A; 90-92=B+; 86-89=B; 83-85=C+; 76-82=C; 73-75=D+; 70-72=D; below 70=F

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**Schedule of Activities**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Location</th>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>CLASS # 1</strong></td>
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| Oct. 5, 2010         | FACE TO FACE MEETING IN PILLA; 6 – 10 p.m. | **PRIOR TO CLASS:**  
1. Introduction and Chapters 1, 2, 11, 12  
2. View & listen to **PowerPoint lectures**: Grant Basics; Funding Research; Creating a Funding Plan.  
3. **Complete Assignment #0** and prepare to discuss in class.  
**IN CLASS:**  
1. Review Syllabus  
2. Discuss readings  
3. Demonstration of [www.guidestar.com](http://www.guidestar.com) and [www.fdncenterdirectoryonline.com](http://www.fdncenterdirectoryonline.com)  
4. Choose a nonprofit for which you will prepare a grant proposal.  
5. Using group calendar, pick a day between Oct. 5 – 10 to sign on to Foundation Directory to research.  
6. **Complete Assignment #1.**  
**HOMEWORK:**  
Complete and upload assignment #2 by 10/10. |
| Grant Basics         |                                   |                                                                            |
| Funding Research     |                                   |                                                                            |
| Funding Plan         |                                   |                                                                            |
| **CLASS #2**         | Online in Angel                   | **READING & LECTURE:**  
1. Chapters 4, 5, 8  
2. View & listen to **PowerPoint lectures**: Proposal Formats; Language/Pieces & Parts; Needs Statement |
<p>| Proposal Formats     |                                   |                                                                            |
| Proposal Language    |                                   |                                                                            |
| Needs Statement      |                                   |                                                                            |</p>
<table>
<thead>
<tr>
<th>CLASS #3</th>
<th>Online in Angel</th>
<th>WRITING ASSIGNMENTS:</th>
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</thead>
<tbody>
<tr>
<td>Creating a Budget</td>
<td></td>
<td>1. Complete and post assignments #3 &amp; #4 by Oct. 12.</td>
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<td>TDQ POSTING &amp; DISCUSSION:</td>
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<tr>
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<td>1. Discussion 1: Chapter 4</td>
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<td>Discussion 2: Chapter 5</td>
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<td></td>
<td></td>
<td>Discussion 3: Chapter 8</td>
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<td>Chatroom 1: All students must participate by reflecting on difficulties, challenges and successes in writing grant components from Classes 1 &amp; 2. Include helpful hints as well.</td>
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<thead>
<tr>
<th>CLASS #4</th>
<th>Online in Angel</th>
<th>READING &amp; LECTURE:</th>
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<tbody>
<tr>
<td>Putting Together the Grant</td>
<td></td>
<td>1. Chapter 7</td>
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<td>2. View and listen to PowerPoint lecture: Budgeting</td>
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<tr>
<td></td>
<td>Writers &amp; LECTURE:</td>
<td>Budgeting</td>
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<td>1. Complete and post assignments #5 &amp; #6 by Oct. 19.</td>
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<tr>
<th>TDQ POSTING &amp; DISCUSSION:</th>
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<tr>
<td>1. Discussion 4: Chapter 7</td>
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<td>Chatroom 2: All students must participate by reflecting on difficulties, challenges and successes in writing grant components from Class 3. Include helpful hints as well.</td>
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<tr>
<th>CLASS #4</th>
<th>Online in Angel</th>
<th>READING &amp; LECTURE:</th>
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<tr>
<td>Putting Together the Grant</td>
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<td>1. Chapter 6 &amp; 9</td>
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<td>2. View &amp; listen to PowerPoint lectures: Narrative: History &amp; Program Description; Target Populations &amp; Collaborations; Creating the Action Plan</td>
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<tr>
<td>TDQ POSTING &amp; DISCUSSION:</td>
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<tr>
<td>1. Discussion 5: Chapter 6</td>
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<tr>
<td>Discussion 6: Chapter 9</td>
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<tr>
<td>Chatroom 3: All students must participate by reflecting on difficulties, challenges and successes in writing</td>
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| CLASS #5 Evaluation and preparing to submit | PRIOR TO CLASS:  
READING & LECTURE:  
1. Chapters 3 & 10  
2. View & listen to PowerPoint lecture: Evaluation  
IN CLASS:  
1. Come prepared to complete assignments #10 & #11 in class.  
2. Be prepared to discuss Chapters 3 & 10  
3. Class discussion on presenting to a funder.  
4. Guest speaker from a foundation.  
TDQ POSTING & DISCUSSION:  
Chatroom 4: All students must participate by reflecting on difficulties, challenges and successes in writing these components of the grant. Include helpful hints as well.  
DUE: 11/8/2010  
Online in Educator  

**Attendance Policy:** A student who enrolls in an online course at Ursuline College assumes the responsibility of participating in all online course activities and fulfilling all course requirements as stipulated in the syllabus and schedule of activities.

**ADA Policy:**  
Students with documented disabilities, including those with learning disabilities, may be entitled to reasonable accommodations for this course. If you would like to request testing or other accommodations because of a disability, please make an appointment with me as soon as possible to discuss your situation and possible needs. Effective and timely communication will allow us to work with Ursuline College’s Office of Academic Support and Disabilities Services (Mullen 312, 449-2049), if necessary to arrange for appropriate accommodations.

**Assignment List:**

**Assignment #0:** Write a reflective compare and contrast paper on two of the following efforts, critiquing the effectiveness of each.  
1. Center for Families & Children:  
2. Near West Theatre:  
3. Providence House:

4. Crossroads Men’s Crisis Center:

Assignment #1: Write purpose and goals/objectives (IN CLASS)

Assignment #2: Determine a funding need and write the rationale for your need (this is for your planning purposes only and will be tweaked for inclusion in the grant. Create a list of at least 15 possible funding sources for your nonprofit and explain which funders you would choose and why; explain which funders you would reject and why.

Assignment #3: Using these 15 funders, create a funding plan that will be used as a planning tool for your chosen organization. The funding plan will reflect all 15 potential funders, the deadlines, and what you will approach them for in the future. Hint: This planning tool is most effective in a table format. From this list, choose a single funder to whom you will send your final project proposal and explain why this is the best choice.

Assignment #4: Write needs statement

Assignment #5: Write a request for funds and include measurable objectives. Create an income plan to show all resources for project. Hint: This will become your budget. You are showing the income side (i.e. in addition to asking for money from a particular funder, what will you do for earned income? Sell tickets? Have a special event for which you will charge admission? Sell candy bars/cookies?). Income and expense plans are created in Excel. You will need to fabricate some of this information for purposes of this assignment. Make it as realistic as possible.

Assignment #6: Create an expense budget for the project (i.e. what are the expenses for your organization—rent, utilities, salaries, etc.?); this is the other side of your budget. The totals for income and expenses will be identical. Include expense and income in the same document for a complete budget.

Assignment #7: Write narrative, history of organization, program description, target population, collaborations

Assignment #8: Write strategies and impact statement

Assignment #9: Write timetable/work plan and key personnel section

Assignment #10: Using the measurable objectives from Assignment #1, create an evaluation plan for your proposal. How will you measure your success? (IN CLASS)

Assignment #11: Create Executive Summary and complete a generic application (www.nng.org) form if funder doesn’t require one (IN CLASS)

FINAL: Prepare and post a PowerPoint presentation with notes as if you were presenting it to a potential funder. Upload both your PowerPoint and final proposal to the Final Assignment drop box.