Syllabus for
WRT 430—Grant Writing
3 Credit Hours
Summer 2013

I.   COURSE DESCRIPTION
Designed to help students who are preparing for careers in disciplines and services that utilize funding from private and public foundations. Students learn skills of identifying need, defining goals, evaluating programs, locating grant sources (e.g., databases), researching potential funders' interests and expectations, preparing a budget, and writing grant proposals, letters, and follow-up reports.
Prerequisites: Senior or junior standing

II.   COURSE GOALS

This course is designed to help prepare students planning a career in technical writing or a field in which writing grant proposals is common. The course seeks to apply these research, evaluation, and writing skills to various professional fields and practical situations so that students will be better prepared to take their skills "into every person's world."

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives
As a result of successfully completing this course, the student will be able to do the following:
A.   Identify areas of need and isolate needs that can be met through funding
B.   Define project goals
C.   Write a needs statement
D.   Identify sources appropriate for specific funding needs
E.   Use various databases to locate funding sources
F.   Identify specific requirements and preferences of each funding source
G.   Prepare graphics for the grant proposals
H.   Write grant proposals that specifically address resource requirements
I   Prepare project budgets and timelines
J.   Write letters and follow-up reports

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials
A   Textbooks
      Johnson-Sheehan, Richard. *Writing Proposals*. (2nd ed.) NY: Pearson Longman, 2008.
           ISBN 10:205-58314-8.

B.   Other
      1.   Materials on the Intranet at Desire2Learn.
      2.   Flash or jump drive
      3.   Yellow and green highlighters, red pen
      4.   CD disks

V.   POLICIES AND PROCEDURES

    A.   University Policies and Procedures
        1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
        2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
        3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
            a.   Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
            b.   Failing to meet group assignment or project requirements while claiming to have done so;
            c.   Failing to cite sources used in a paper;
            d.   Creating results for experiments, observations, interviews, or projects that were not done;
            e.   Receiving or giving unauthorized help on assignments.
        By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
        4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
        5.   Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
            a.   The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
            b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

    B.   Department Policies and Procedures
        1.   **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

3. **Late Work**
   a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late incurs a $15 late-test fee. These responsibilities assist the student in professional development.
   b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.

5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
   a. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
   b. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
   c. Obtain information covered during an absence. All work must be completed as scheduled.
   d. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

6. **Extra Credit**—Students should not expect extra credit to help raise a grade.

7. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with

other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.

C.   Course Policies and Procedures
    1.   Evaluation Procedures
        a.   This course consists of lecture, discussion, group work, homework, computer work, guest speakers, projects, and practicum work in a grant proposal situation. Points earned for each of these are accumulated for the semester.
        b.   The grading scale for the accumulated points is as follows:
            A=90-100%
            B=80-89%
            C=70-79%
            D=60-69%
            F=below 60%
    2.   Class Assignments
        a.   Students need to keep up with assignments in order to be adequately prepared for class discussions and activities.
        b.   To provide real-life experience and practical training, students are usually given a special project that varies from year to year.
        c.   Some assignments involve Internet research. Specific Websites used for this class are listed on the class pages of the class pages at D2L.oru.edu.
        d.   Students absent when work is returned should pick up their work from the class folder in the "out box" on the professor's office door.
    3.   Attendance
        a.   Attendance is taken at each class session.
        b.   Many class sessions involve group work, in-class assignments, special presentations, discussions, and activities that students cannot adequately duplicate if they miss class. Therefore, class attendance is very important.
    4.   Faculty Contact
        Students need to keep in contact with the professor, especially if they are absent or if some problem arises. Office hours are listed on the professor's door and on the professor's D2L web pages; however, students are welcome to contact the professor anytime.
    5.   Whole Person Assessment
        There is no WPA requirement for this course.

VI.   COURSE CALENDAR*

Week	Topics	Assignments Due
1	• The grant writing process • The proposal components	**Due midway through the week** • **Ch 1:** Intro to Proposals & Grants (e.g., rhetoric, genre, process) **Due by the end of the week 1** • A preliminary analysis worksheet of the mission project, e.g.,

		where, why, supplies needed, personnel needed, time frame,
2	• Research and Finding funding sources • Strategic planning	**Due midway through the week** • **Ch 2:** Analyzing Problems & Opportunities (e.g., solicited/unsolicited, RFP, letter of inquiry) • Compile a list of potential funders • Meet with rep from the missions dept to discuss the mission project Ask questions about the current situation. **Due by the end of the week 2** • Ch 3: Strategic Planning for Proposals & Grants (e.g., planning, objectives, team work) • Revise the analysis from last week, and revise based on ch. 3 pages 34 & 35 • Answer "what do my readers need to know" on page 36 • Turn in vocabulary worksheet
3	• Writing the introductory material, e.g., current situation (problem) and solution • Compiling appendices	**Due midway through the week** • Ch 4: Describing the Current Situation (e.g., guidelines, research, mapping) **Due at the end of the week 3** • Ch 5: Developing a Project Plan (e.g., objectives, the "how"& "why" questions, timeline) • Write the rough draft of the current situation section
4	• Preparing the budget and schedule	**Due midway through the week** • Write the rough draft of the timeline **Due at the end of the week 4** • Ch 8: Developing Budgets (e.g., budget worksheets, budget narrative, in-kind, matching) • Write the rough draft of the budget
5	• Writing the narrative	**Due midway through the week** • Ch 6: Describing Qualifications (e.g., trust, qualifications, distinctives) **Due at the end of the week 5** • Submit a rough draft to the professor Submit a rough draft to the missions dept.
6	• Writing the abstract, table of contents	**Due midway through the week** • Ch 7: Introductions, Costs, & Benefits (e.g., writing the proposal components) **Due at the end of the week 6**

		• Ch 10: Designing Proposals (e.g., layout & design) • Submit rough draft of the proposal
7	• Revising	**Due midway through the week** • Ch 11: Using Graphics (e.g., charts & tables) **Due at the end of the week 7** Final exam
8	• Post-submission activities	**Due midway through the week** • Ch 12: The Final Touches (e.g., front & back matter, revising, title page, binding) **Due at the end of the week 8** • Submit completed grant proposal to the professor

*Note: The assignments and topics may vary somewhat from this calendar. Students need to consult the online calendar posted on D2L for the most recent version.

Course Inventory for ORU's Student Learning Outcomes

WRT430 – Grant Writing
Summer 2013

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spiritually Alive** Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	**Outcome #2 – Intellectually Alert** Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
3	**Outcome #3 – Physically Disciplined** Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	**Outcome #4 – Socially Adept** Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity		X		

(Revised 1/12/10)