

Syllabus for
LWRT 430—Grant Writing
3 Credit Hours
Online Learning

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

Carlson, Mim, Tori Tori O’Neil McElrath. *Winning Grants Step by Step*, Jossey Bass, San Francisco, CA, 2008, ISBN: 978-0-470-28637.

Miller, Patrick. *Grant Writing: Strategies for Developing Winning Government Proposals*. (3rd ed.) Munster, IN: Patrick W. Miller and Associates, 2009. ISBN: 978-0-9673279-3-8

B. Other

- 1. Materials on the Intranet at Desire2Learn.
- 2. Flash or jump drive

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Participation in each online class through discussion forums, assignments, or any other course activity is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absence 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 personal, professional and academic 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. **Class Assignments**
 - a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late

2. **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.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to 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. These responsibilities assist the student in professional development.
 - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
 - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4. **Attendance**
 - a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but 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 intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher’s discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
 - b. **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:
 - (1) 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.
- (2) 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.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) 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.
5. **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.
- a. 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. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **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.
7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

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.

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 D2L web pages.
5. Whole Person Assessment
There is no WPA requirement for this course.

VI. COURSE CALENDAR*

Weeks	Topics	Textbook
1-2	Defining grant writing and identifying its purpose	
	Government vs private funding; Finding a Funder	Step One
	Overview of the grant writing process Writing a Needs Statement	
3	Preliminary steps; Planning and Researching	Step 9; Background and Needs
4	Goals, Objectives and Methodology	Steps 4 and 5
5	Writing and revising the grant proposal components	Steps 7, 8, 10
	Preparing the project budget (e.g., travel, equipment, expendable supplies, services, indirect costs, budget narrative)	
	Assembling, submitting, and tracking the grant submission	Produce, Assemble, and Submit the Grant Application
6	Dealing with post-submission responsibilities (grant guidelines); RFPs	<i>Resources provided in D2L course</i>
7	Final grant proposal project and exam	

A more detailed calendar is on the D2L webpages for the course.

ADA and Students with Disabilities:

- Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
- Students requiring Disability Services from ORU, please click here (http://www.oru.edu/current_students/my_services/student_resources/disability-services/)

Useful Links for all Online Students

- Student Learning Glossary
- Library: <http://library.oru.edu>.
- D2L Helpdesk: d2lhelp@oru.edu
- I.T. Student Helpdesk: studenthelpdesk@oru.edu
- Contact the University: please fill out this online form. Please first contact your instructor for assistance with any matter specific to the course.

Course Inventory for ORU's Student Learning Outcomes

WRT430—Grant Writing ORU Online Learning

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 5/12/14)