

COURSE OUTLINE

Please read this document carefully before the start of the course. It is a contract between you and me. It tells you what I expect from you and what you can expect from me, and what you must do to earn the grade you desire.

COURSE OBJECTIVES

The major objective of this course is to prepare students planning careers in public or non-profit organizations to win grants for their organizations' projects. To be a successful grant winner, a person must have a skill set that includes to ability to:

- Think about and plan a project in terms that will make it attractive to funders.
- Research funding sources and analyze them in order to identify those funders that are the best prospects for their projects.
- Write a proposal that is technically correct and that effectively sells the project.
- Manage the grant once it is awarded to remain in good standing.

All courses are a blend of theory and practice, and this one is no exception. However, given these real-world objectives, this course is skewed toward the practical. It has a single-minded purpose: to build the competencies for you to win grants for your public or non-profit organization. In my career, I have written about 500 federal, state and foundation grants. About 200 of those have been successful – a 40% win rate in an environment in which, overall, between 5% and 10% of proposals are successful. I will teach you those practices that have worked well for me.

Further down, you will find Student Learning Objectives that apply to all courses at SPAA, as well as objectives for each class session.

THE COURSE, THE SUBJECT AND THE INSTRUCTOR

This is my 41st year as a professor of public administration, and my 5th year as a fulltime faculty member at Rutgers. I have been teaching grant writing almost as long: 33 years. I have written about 500 grant proposals and won more than 200, with an average award of over \$500,000. Most of these succeeded in highly competitive environments (10 to 1 odds, and up). One \$6 million grant won against 35 to 1 odds. I think I can fairly claim to have figured out how to succeed as a grant writer. The method I teach is the method I use, not some theoretical approach of dubious value. Many of my students have stayed in touch with me and kept me

posted on their grant-writing successes. When grant applications are solicited, someone is going to win. Why shouldn't it be you?

THIS IS A WRITING-INTENSIVE COURSE

As the title of the course, Grant Writing, implies, you will do a lot of writing in this course. To be successful, it needs to be good writing. Before we get started writing grants, I will ask you to write a 500-word essay on a specific topic. Based upon my assessment, I may ask you to obtain help at the Writing Center. I cannot insist that you do so, but if you do, you will almost certainly earn a higher grade and become more successful at winning grants. In this course, you will submit a written assignment almost every week. The quality of your writing will be factored into your grade. If you seek help early on, you will be better prepared to write well.

REQUIRED READING

There are two assigned books:

Deborah Ward, *Writing Grant Proposals That Win*, 4th ed, 2012. This is a succinct overview of the grantseeking process by a highly successful grant writer.

Stephen King, *On Writing*, 2000. This short book, by the well-known writer of fiction, gives good advice on effective writing in a delightful easygoing style.

In addition, I will post examples of winning proposals on Blackboard. These should be read carefully as they will serve as models for your own writing. My book, *Effective Evaluation* (1993), which is out of print, will also be available on Blackboard.

WEEKLY TOPICS, READINGS AND ASSIGNMENTS

<u>SES- SION</u>	<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>	<u>WRITTEN ASSIGNMENT</u>
1	Sept. 3 rd	Overview of American grantmaking. Organizing a grantwriting project. Writing sample.		None.
2	Sept. 10 th	Conceptualizing the problem.	All are Ward unless otherwise noted. Pp. 1-5.	Description of proposed project (max 2 pages; will not be graded).
3	Sept. 17 th	Conceptualizing the solution	Pp.5-11.	Working notes on

		(goals and objectives, workplan).		the problem.
	Sept. 24 th	Observance of the Jewish New Year; no class. (Made up on Dec. 17 th .)		
4	Oct. 1 st	Conceptualizing the project's staffing, budget and sustainability.	Pp. 11-12, 15-19, 26.	Working notes on the solution.
5	Oct. 8 th	Conceptualizing the evaluation.	Pp. 12-15.	Working notes on staffing and budget.
6	Oct. 15 th	Finding the best funder: using grants.gov, and fdncenter.org. and other websites.	Ch. 4, 6.	Working notes on evaluation.
7	Oct. 22 th	Reading and evaluating an RFP and following up.		None.
8	Oct. 29 th	Writing workshop.	King, pp. 103-254 (rest of book optional).	Identification of target funder for your course project, and rationale.
9	Nov. 5 th	Writing workshop (continued).	Ch. 3.	None.
10	Nov. 12 th	Writing the problem statement.		None.
11	Nov. 19 th	Writing the goals and objectives and the workplan.		Problem statement.
	Nov. 26 th	Thanksgiving; no class.		
12	Dec. 3 rd	Writing the rest of the proposal.	Ch. 5.	Goals and objectives; workplan.
13	Dec. 10 th	Forms and attachments; "In the pipeline."	Ch. 5	Rest of the proposal, including budget narrative; forms and attachments.
14	Dec. 17 th	Managing the funded project.	Ch. 8.	Final complete proposal.

LEARNING OUTCOMES AND LESSON OBJECTIVES

SPAA is a NASPAA-accredited institution. NASPAA has established a series of student learning outcomes. It is the school's intention, and my intention, to assist students in achieving them in each course that I teach. The outcomes are as follows:

- To be able to lead and manage in public governance.
- To participate in and contribute to the public policy process.

- To analyze, synthesize, think critically, solve problems, and make decisions.
- To articulate and apply a public service perspective.
- To communicate and interact productively with a diverse and changing workforce and citizenship.

LESSON OBJECTIVES

In addition, every lesson has specific objectives. They are listed below and you will also find them as the first slide after the weekly title slide on the course PowerPoint:

<u>LESSON</u>	<u>Students who successfully complete this class will know:</u>
1	<ul style="list-style-type: none"> • What grants are and are not. • The different types of grants. • Right and wrong approaches for seeking grants.
2	<ul style="list-style-type: none"> • How to organize a needs assessment. • How to conduct primary and secondary research to document the need for a project. • How to properly cite sources.
3	<ul style="list-style-type: none"> • The difference between a goal and an objective. • How to write measurable objectives. • How to think about what your project will do. • How to link activities to needs and to goals and objectives. • How to analyze tasks.
4	<ul style="list-style-type: none"> • How to plan human resources for your project. • How to estimate the financial needs of your project.
5	<ul style="list-style-type: none"> • How to design an effective evaluation.
6	<ul style="list-style-type: none"> • What online and hard-copy resources are available to assist in finding suitable funders for your project. • How to use them.
7	<ul style="list-style-type: none"> • The most effective strategies for following-up on information gathered on the Internet. • How to select the most promising funder.
8	<ul style="list-style-type: none"> • How to write a proposal that sells your project to the funder.
9	<ul style="list-style-type: none"> • (Same.)
10	<ul style="list-style-type: none"> • How to turn working notes into polished writing. • The difference between an effective and an ineffective opening section of a proposal.
11	<ul style="list-style-type: none"> • How to present the goals, objectives and workplan of a project.
12	<ul style="list-style-type: none"> • What to write for the remaining chapters.
13	<ul style="list-style-type: none"> • What is involved in preparing the forms and attachments of a proposal. • How to assemble a complete proposal. • Techniques for submitting a proposal, electronically or in hard copy.
14	<ul style="list-style-type: none"> • The requirements of grant management upon award of a grant.

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| | <ul style="list-style-type: none">• What measures to take if the proposal is not successful. |
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CLASS FORMAT

Generally, each class session will utilize three formats. For the first hour or so, I will lecture on the day's topic, using a PowerPoint presentation. Feel free to raise your hand with a question or comment. The PowerPoint highlights the main points and reduces the amount of note-taking you have to do. I will post it about two days before each week's class. I suggest printing the week's slides three to a page before coming to class. The middle third will consist of student work in small groups. In successful real-world grant writing, one person doesn't write a proposal in isolation but as a member of a team that thinks and talks things through. Our class will simulate that kind of environment. At the first class meeting, you will identify one to three classmates with similar interests (e.g., human services, health care, education). You will work with the same team for the entire semester, using one another as a sounding-board for ideas. The final portion of each class will be a discussion of the work covered in that day's class.

ATTENDANCE AND PUNCTUALITY

The university expects me to take attendance, and I will do so. But a more important reason for being in class is that if you miss a session, although you can obtain notes from a classmate, you will miss out on the hands-on work and the discussion.

In my experience, many students work all day and rush to class, wandering in a few minutes late. This is disruptive. To avoid this problem, the formal class will start at 5:40 rather than at 5:30. Those first 10 minutes will be used for informal discussion or individual consultation. To make up the time, we will not take a break. If you need one, step out discreetly. Feel free to bring food and drink to class; it's hard to learn on an empty stomach.

CLASS CANCELLATIONS

Global climate change has led to an earlier onset of winter weather. Occasionally, the university determines that conditions require the closing of the campus. When this happens, an announcement is made on the homepage of www.newark.rutgers.edu.

I very rarely must cancel class for personal reasons (e.g., illness), but it is possible. Should this become necessary, I will try to send each of you an email as far in advance as possible.

The Jewish New Year, an important religious observance, falls on a Wednesday, September 24th, this year. As an observant Jew, I will not work that day. You will not miss out

on any instruction, however. Since there is no final exam in this course, we will make up the September 24th class on December 17th, the date designated for final exams.

OFFICE HOURS

This semester, I plan to be in my office (Room 327) Mondays and Thursdays from 2:00 to 4:30 PM and Wednesdays from 1:30 to 4:30 PM. You are invited (and encouraged) to drop by at any of these times. In addition, because it is important that I get to know each of you personally, I am asking every student to see me before September 30th. If you can come in over the summer, that would be even better. The visit will last 15 minutes, and will be informal. The better I know you, the more I can help you. It is a good idea to call me (973-353-3703) or email me (mgersh@andromeda.rutgers.edu) before setting out to verify that I will be available.

BLACKBOARD

Blackboard is an online instructional portal that offers many benefits for communication among students and between instructor and class. If you are not already familiar with it, there is a tutorial at <http://blackboardinfo.newark.rutgers.edu/tutorials.html>. Scroll halfway down the page to the section titled “Student Tutorials.” In this course, you will use Blackboard, among other things, to access links to resources, submit assignments, engage in discussions with classmates and with me, download my PowerPoint slides, and check your grades.

GRADING

There are no quizzes or exams in this course. There is no final exam. Your opus for this course will be one complete federal grant proposal, carefully crafted in draft form week by week. I will critique and grade your work and return it to you, normally within a week. At the end of the semester, you will submit a revised complete proposal. The weighting of your grades will be as follows:

<u>DATES</u>	<u>CATEGORY</u>	<u>WEEKLY POINTS</u>	<u>TOTAL</u>
September 23 rd through October 14 th .	Working notes.	6 notes x 5 points	30*
November 18 th through December 2 nd .	Chapters of the proposal.	7 chapters x 5 points	35*
December 16 th .	Final complete proposal.	N/A	25*
All semester.	Class participation.	N/A	10

The criterion for grading your written work will be: if it were a real-life chapter or a real-life proposal, how fundable would it be?

***PENALTIES FOR LATE SUBMISSION:**

Points will be deducted from each assignment according to the following schedule:

1 minute through 59 minutes – 1 point. (There is no grace period.)

1 hour through 24 hours – 2 points.

Over 24 hours – 3 points.

Grades will be calculated as follows:

<u>POINTS</u>	<u>GRADE</u>
90-100	A
85-89	B+
80-84	B
75-79	C+
70-74	C
Less than 70	F

I practice is to grant a three-point curve. In other words, an 87 will get you an A, 82 a B+, and so on. The cutoff points are at my discretion. If you earn 86 points and the cutoff for an A is 87, I am sorry, but it has to be somewhere. Please remember that you did not miss getting an A by one point; you missed it by four points.

And please be aware that grades are assigned based on performance alone – not for effort, good intentions or because of special circumstances.

Because grantmakers are very strict in enforcing deadlines, so am I. You must develop the discipline to submit assignments on time – not even one minute late. As a professor, I recognize that there are very rare occasions when a student is justified in submitting work late – a parent's death, or a child's hospitalization. If something of that magnitude happens to you, please submit an explanation, with documentation, for my consideration. I will not grant relief for routine circumstances.

ACADEMIC INTEGRITY

Because you will be doing oral and written assignments, it is essential that you understand what constitutes plagiarism. Either of these modes can be fine or can get you into trouble. Writers and speakers use other people's words or ideas all the time. It is perfectly acceptable to do so, provided that you credit the original author, either in the text or in a footnote. Failure to acknowledge the source of information is plagiarism, which is a serious academic offense. Plagiarism is not only unethical but also illegal; it is the theft of intellectual property. It is not limited to copying actual words, with or without quotation marks; paraphrasing without crediting the originator of the idea is also plagiarism. In grading your assignments, I will use SafeReport software that effectively searches for plagiarism.

The most flagrant violation of academic integrity is the purchase and submission of a paper written by someone else. The Internet is full of papers for sale by term paper mills with names such as Get-an-A Term Paper Service, Term Papers 4 U, Write Right, Essay Mania and Term Paper Meister. I have zero tolerance for this practice. Do not even think about using these

unethical and illegal services. If I discover plagiarized content of any kind in your submission, the assignment will receive a grade of zero. Plagiarism is easy to avoid: be aware of the need to credit sources.