S591 GRANT WRITING for librarians and educators

Summer 2, 2016 — Elsa Kramer, Instructor
Monday, June 27, through Monday, August 8, 2016

There is no required textbook. However, because you will be graded on your writing in this course, you will want to use a writing style guide (Chicago, APA, or MLA) and/or keep Purdue’s Online Writing Lab site bookmarked: http://owl.english.purdue.edu/sitemap/.

Where and When

• This web-based course is delivered asynchronously via Canvas. Although there is no required class meeting, this is not a self-paced course. There are weekly group writing practices and discussions, and two longer individual written assignments. If you will be without web access for more than 72 consecutive hours during this 6-week course, you should enroll in this course another time.
• All course materials are grouped by week under the Modules tool.
• All required posts are in the Discussions tool.
• Grant proposal assignments (2) are uploaded to the Assignments tool.

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Please contact me by e-mail using the Inbox tool in the course tab for S591.
I will try to respond within 24 hours.

Make sure your IU or IUPUI email is forwarded to your preferred email address, at least for the duration of this course, so that you don’t miss anything. To learn how to forward your email, see the IU Knowledge Base guidance called At IU, how do I forward my email?

Please contact me right away if you have questions or concerns about any aspect of this class. Use Canvas email for fastest response.

About This Course
S591 is an introduction to the craft of writing successful grant applications developed via outcomes-based planning. Through a combination of individual exercises and peer review in groups, you will discover the importance of grant writing to the success of a library, school media center, or other nonprofit information organization. You will learn how skills in grant writing are tied to your own personal success as you compete for jobs and seek professional opportunities.

After successfully completing this course you will know how to:

• identify and assemble into a fact sheet the needed organizational information for presentation in a grant application or partnership agreement
• assess an organization's needs or problems and write an advocacy-oriented statement about that assessment that is tied to your organization's mission, vision, and/or strategic documents
• design and develop a project responsive to the need(s) in the problem statement, using online and other resources to document the need(s) and the solution(s)
• create a logic model to show how your organization can address the need(s) and what the outcomes will be
• identify and qualify prospective funders and collaborative partners using indexes, databases, and/or news or social media resources
• anticipate project costs and funding constraints, including sustainability
• establish a project timeline for implementation, evaluation, and reporting
• analyze and evaluate grant application materials from the funder's point of view
• collaborate with a team to develop a compelling and effective grant proposal
• act on the results of a grant application

You may want to use your final paper for this course in your ePortfolio.

SOIC CATALOG DESCRIPTION: Students collaborate to prepare grant funding proposals, including organizational fact sheet, needs assessment and problem statement; project design and development; logic model; funder identification; budget; staffing; timeline; and evaluation plan. Each student produces unique materials targeted to a specific funder.

IU M.L.S. Learning Outcomes
Students who successfully complete this course will be able to
• Anticipate emerging trends and respond proactively
• Analyze and identify the information needs of diverse communities of users
• Analyze and evaluate information systems and services in a variety of settings
• Perform basic managerial functions, including planning, budgeting, and performance evaluation
• Communicate effectively to a variety of audiences

Professional Outcomes
Students who successfully complete this course will be able to meet objectives related to the following M.L.S. Competences established by the American Library Association:

Foundations of the Profession
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I. The techniques used to analyze complex problems and create appropriate solutions.
1J. Effective communication techniques (oral and written).

Technological Knowledge and Skills
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

Continuing Education and Research
6B. The central research findings and research literature of the field.

Administration and Management
8A. The principles of planning and budgeting in libraries and other information agencies.
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

**IU Principles of Graduate and Professional Learning**
Students who successfully complete this course will be able to
- demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- think critically, applying good judgment in professional and personal situations
- communicate effectively to others in the field and to the general public
- behave in an ethical way both professionally and personally

**Getting Started: Canvas Tools**
Following are the tools you will use in this course.

**Syllabus.** Provides the overview of and requirements for this course.

**Modules.** These present the content for this course in outline format. You can click on any item in the list, and you can also navigate through the Table of Contents outline from any point, using the Previous and Next buttons. All required reading and viewing materials are presented here in weekly segments.

**Discussions.** This is where we have the equivalent of in-class conversations. In a writing course, group and class participation is essential! In this course discussions count for 40% of your grade.

Group discussion begins each week with comments and critiques on individual draft sections posted in the group discussion threads.

Use the **About Us** discussion area to introduce yourself. Use the **Questions and Examples** discussion area to post administrative questions to me so that everyone can see my answers. Post items or links of general interest about grant writing, grant making, or philanthropic funding in the **Just FYI** discussion area.

**Announcements.** Be sure to read my Announcements for important updates or changes to the schedule. These will also be copied automatically to your email (the address listed next to your name in the class roster), so that's another reason to make sure your IU or IUPUI email is forwarded to your preferred address.

**Assignments.** Upload files with your individual written work in this tool — your in-progress draft (midterm paper) and your completed proposal (final paper). The midterm and the final paper each count for 20% of your course grade.

**Inbox.** Use this tool to contact me privately about S591 or to correspond with classmates outside of the Discussions.
Participation Is Essential!
Because this class is delivered entirely via the web, you must check the Canvas tab for S591 as well as your email often. Check Canvas daily for messages and announcements that may affect your participation and assignments.

Always be well prepared to participate in discussions and activities based on readings and other assignments, as that is one way you will demonstrate mastery of the course objectives.

In this class, participation equals 60% of your grade. I keep track of your participation and so does Canvas.

- **Don't wait until the due date to participate, or there won't be anything left for you to comment on.** The great thing about a summer course is that you can complete it quickly. However, the intensive 6-week schedule means you must make a significant commitment to substantial reading, research, and writing over a short period. Also, it takes more time to type your posts and read everyone's responses than it does to talk in the classroom. This class covers all the same material as a full-semester course, so it is absolutely necessary to stay on top of the readings, discussions, and assignments. Always be well prepared to participate in Discussions, as they are the online equivalent to taking part in classroom discussions and activities.

- **Planning a vacation or business trip during Summer 2? Be sure to allow time to participate in class from wherever you will be.** If you will be without web access for more than 72 hours, you should enroll in this course in another semester.

Texts and Computing
There is no required textbook for this online course. Course materials are grouped by week under the Modules tool in Canvas. Assigned readings are provided as web links or PDFs or are available through databases provided by IUPUI University Library.

Accommodations
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Any student requiring accommodations because of any mental or physical condition that affects ability to learn and complete assignments should register with Adaptive Educational Services (AES), aes@iupui.edu, 317-274-3241. **You must provide me with a copy of instructions from AES about the accommodations that have been approved for you.**

Campus Course Policies
There are a number of campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and can be found by in the Campus Course Policies.

Student Responsibilities
- **Read this syllabus thoroughly** and ask me any questions you may have about its content.
- **Complete all course work according to directions on or before the due date.** Course work includes (1) reading and viewing resources; (2) applying what you have learned to the creation of draft sections of a grant proposal; (3) participating in Discussions group work to review and refine draft sections; and (4) completing an in-progress draft and a final
grant proposal package. Written assignments and posts submitted late will be reduced a half-grade for each day late without prior permission.

- Participate in online discussions as you would in face-to-face meetings with colleagues in the workplace. Please be professional and courteous, and stay on topic. Contact me right away if you have concerns about any discussion or messages posted.
- Look at issues from a variety of stakeholder roles to gain different perspectives. In this course, we focus especially on the grant maker's point of view.
- Choose your words carefully and write your sentences clearly; online communication lacks the nonverbal cues of face-to-face conversations. Don't forget to proofread your messages before you post them. You may edit posts as needed.
- Include your full name somewhere in the body of each assignment you upload, AND include your last name in the file name (a sample file name: S591-MidtermDraft-Lastname.docx). If you include photos, charts, or other graphic images in your midterm draft and final proposal files, please save those documents as PDFs before uploading them.
- **Always keep backup copies of your work outside of the Canvas system.** No extensions are given for lost drafts or assignments.

**Instructor Feedback**

I will read all of your posts and follow along with your work each week, posting comments and advice where needed. You will receive a participation grade with individual feedback each week. I will grade midterm papers within one week of the due date and final papers within 48 hours of the due date.

**Academic Ethics**

- Academic dishonesty (such as plagiarism) and personal misconduct by students in this course are defined and dealt with according to the procedures in the [Code of Student Rights, Responsibilities, and Conduct](#).
- Although a real grant application may or may not include citations to sources, you are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from. The style for presenting citations is up to you (Chicago, MLA, or APA), but please use one style consistently throughout each assignment.

**Schedule Summary**

You will need to complete readings and assignments on time in order to master the material needed to prepare your grant project. **The key to success is to plan ahead. Don't procrastinate!** Participation in online discussions is required for success in this class, so keep up with the readings and assignments. Log in to Canvas often to keep with posts and see any schedule changes. Work ahead if you can. Copy all due dates into your personal calendar and check Canvas regularly for updates.

**ALL POSTS and ASSIGNMENTS are due by 11:55 p.m. EDT.**

**Week 1:** Introductions; choose a library, school, or other nonprofit organization; find and assimilate mission/vision/strategic plan/other key documents; create a fact sheet

**Week 2:** Assess needs; write a problem statement

**Week 3:** Design and develop the project; document needs and solutions

**Week 4:** Find funders; understand the funder's point of view; use a logic model
**Week 5:** Write the budget and time line; describe staffing and sustainability; create evaluation and follow-up plans

**Week 6:** Revise and proofread; write the executive summary and cover letter

**Here’s what you will do each week:**

**Discussions**

1. Read/view the assigned materials I provide in the Modules.
2. Write the assigned section for the **current** week. Post it to your group’s Discussion space for review no later than Friday.
3. Participate within your group’s Discussion space to read and provide feedback on your group mates’ section posts. Respond in your own group at least twice with questions or suggestions during Weeks 1 through 5, and make your own revisions by the following Friday. Make edits or updates as needed, both to your own local text file and to your Canvas post. *(Keep your original versions in case you want to restore text later.)* You can re-post if you need to (just click **Edit**, then highlight and delete the text of your original and post another one) or simply click the **Edit** link to make changes directly in your original post. *(NO LATER THAN FRIDAY)*
4. Post at least once each week during Weeks 1 through 5 with feedback to classmates in groups other than your own. Do this each week by Friday so that classmates can make use of your feedback.

**Note:** Beginning in Week 2, you will be reviewing the previous week’s draft section at the same time you are preparing a draft of the current week’s section. See the complete schedule of assignments and due dates in the Module for Week 1.

**Draft and Final papers**

1. Your weekly work builds toward your individual papers. Upload your in-progress midterm draft in the Assignments tool by 11:55 p.m. on the due date.
2. Be sure to read my feedback each week in the Discussions and the Gradebook.
3. Upload your final paper (completed grant materials) in the Assignments tool by 11:55 p.m. on the due date — **AND** attach it in Word or PDF to a post within the Discussion for Completed Grant Materials.

**HIGHLY RECOMMENDED:** Skim the Discussions conversations in groups other than your own. You may find ideas or resources that will help you with your own grant materials.

**Grading**

There are no tests in this course. Your achievement of the course objectives will be measured via online participation and written work. You will receive points for each of the following areas:

- In-progress midterm draft proposal (40 points = 20% of course grade)
- Discussion participation (20 points x 6 weeks = 120 points = 60% of course grade)
- Completed grant materials (40 points = 20% of course grade)

Discussion and writing must be completed according to the stated schedule; no exceptions. Individual posts are due each week no later than Friday and your follow-up responses to group mates’ posts are due no later than the following Friday. Your work will be assessed according to
rubrics based on demonstrated understanding of key competencies through your unique contributions, including examples from the readings, your own work experience, or from other resources you have found on your own. You will need to be familiar with the Modules lecture notes in order to participate in discussions and write draft sections.

**Course grades for S591 are based on the following total point scores:**

190 and above = A  
180–189 = A−  
170–179 = B+  
160–169 = B  
150–159 = B−  
140–149 = C+  
130–139 = C  
129 and below = unsatisfactory work; course will not count toward your degree

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Informatics and Computing. Note that meeting the expectations for the course counts as only a B; you must exceed expectations in order to earn a higher grade.

A: 4.0, Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.  
A−: 3.7, Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.  
B+: 3.3, Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.  
B: 3.0, Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.  
B−: 2.7, Marginal work. Student performance demonstrates incomplete understanding of course materials.  
C+: 2.3, Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.  
C: 2.0, Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials.  
C−: 1.7, D+: 1.3, D: 1.0, D−: 0.7, Unacceptable work. Coursework performed at this level will not count toward your degree. For the course to count toward the degree, the student must repeat the course with a passing grade.  
F: 0.0, Failing. Student may continue in program only with permission of the Dean.  
**I: Incompletes are not awarded in this course except in extraordinary circumstances.**

**Questions?**
Please contact me by e-mail using the Inbox tool in the Canvas tab for S591. I will try to respond within 24 hours.

**Ready to Get Started?**
Go to Week 1 in the Modules tool.