Office Hours and Contact Information

Office: ENVD basement, just off the main lobby area for the PWR; 303-735-5258
Office Hours: TR 11:00-12:15, and by appt.
Mailbox: PWR main lobby, ENVD basement (a wooden shelving unit on the right as you enter the room)
Messages: Call me during office hours; outside of office hours the best way to reach me is by email:
Christine.macdonald@colorado.edu

Course Overview

Grant Writing, Service-Learning introduces students to the professional genre of grant writing, situated within the field of philanthropy. Through classroom instruction and reading assignments and through student engagement with a local nonprofit agency, the course integrates classroom and experiential education via a “course-based, credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”

Students will develop critical thinking and writing skills through a series of assignments that require attention to the rhetorical strategies called for in professional grant writing and required in academic writing, and through a research project based on their choice of an issue in the field of philanthropy. The course teaches the different research methods required for nonprofit fundraising and scholarly inquiry. Taught as a writing workshop emphasizing critical thinking, revision, and oral presentation skills, the service-learning portion of the course focuses on student completion of a grant proposal for a local non-profit agency and effective communication with multiple stakeholders.

Colorado Commission of Higher Education Criteria

This 3000-level writing seminar satisfies upper-division core requirements in the College of Arts & Sciences because it extends student rhetorical knowledge and writing skills by engaging theoretical perspectives and addressing specialized disciplinary communities. This upper division seminar is part of the state-wide “Guaranteed Transfer” pathway of courses. Thus, this course meets the goals of an Advanced Writing course (GT-CO3) through:

Rhetorical Knowledge: The course situates grant writing within the field of philanthropy in the United States. Key texts that will guide our discussions of the current state of the profession include selections from *The Chronicle of Philanthropy, Nonprofit Organizations: Theory, Management, Policy* by Helmut Anheier, *Ethical Fundraising: A Guide for Nonprofit Boards and Fundraisers*, by Janice Gow Pettey, *The Nonprofit Sector: A Research Handbook*, eds. Walter W. Powell and Richard Steinberg, and *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, ed. Robert D. Herman. Scholarly articles on service learning theory will help students situate experiential learning into a theoretical framework. For guidelines on writing within the professional genre of grant writing we will refer to Andy Robinson’s *Grassroots Grants*. In addition to working closely with a non-profit professional through their service learning placements, students also will have the opportunity to engage guest speakers who will provide additional avenues for students to acquire rhetorical knowledge from professionals in the field.

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Writing Process: The course provides multiple opportunities for students to understand audience-centered writing by focusing on peer review of work in progress and by directing their grants to a particular funder. In addition, students will gain feedback on drafts of grants from their non-profit supervisors. Students also will develop advanced information literacy skills needed for particular grants (such as use of government databases to find demographic data), and for their academic research paper.

Writing with Technology: As part of the writing process the course deepens students’ facility with the research methods and tools necessary for discipline-specific research in various online databases, such as the Colorado Grants Guide and the Foundation Directory for funding sources, and Statistical Abstracts and American FactFinder for online research data. The course also will utilize technology specific to the writing and revision process, such as editing and comment tools within word processing programs, PDF annotation tools, and an interactive online message board.

Writing Conventions: Course assignments will introduce students to the genre conventions of grant proposal writing (cover letter, abstract, narrative summary of goals, objectives and methods, project evaluation, budgets), and how to use specialized vocabulary appropriate to their non-profit, while still making proposal accessible to general audiences.

Effective Communication Strategies: Assignments in the course are geared to real-world audiences, including non-profit professionals, board members, granting agencies, and potential employers. The academic research project requires students to delve into the scholarly literature appropriate to the issue they have chosen, in order to craft a review of the literature appropriate to the discipline.

Required Texts

Grassroots Grants, 2nd ed., by Andy Robinson. Covers both the processes and conventions of professional grant writing, as well as rhetorical strategies appropriate for different types of funders.

Articles and Assignments on Desire2Learn: https://learn.colorado.edu. These will include articles in the scholarly literature on the nonprofit sector, those from the Chronicle of Philanthropy and those on the scholarship of engagement and service learning. Student participation on the course electronic discussion page will be required.

Writer’s Help. We have the opportunity to pilot an interactive student handbook for free. The handbook covers things like MLA and APA style, as well as help with sentence structure, research methods, and more. This resource will be particularly useful for the Academic Research Project. I will get a password so we all can access the site at www.writershelp.com, so stay tuned.

A CU email account that you check regularly
Assignments
The course implements three assignment sequences that develop concurrently:

Grant Writing Assignment Sequence, 45% of Total Grade
Students working in pairs at the same non-profit will write individual grant proposals, learning how to adapt similar information to different audiences.

Proposal Outline. A short memo in which you describe the project for which you plan to raise funds, how the project contributes to the agency’s mission, how it benefits the agency’s constituents, why it is important, and why it is feasible (goals, objectives, methods). 10%

Annotated Bibliography of Funding Sources. After learning how to use grant databases, you will produce a short list and description of potential funding sources for your non-profit agency. 5%

Matching Memo. A memo that provides a detailed rationale for why the particular granting agency to which you will apply (e.g., a foundation), is a good match for your project and non-profit agency. 10%

Grant Proposal & Cover Letter. A proposal requesting funds that provides a strong rationale for why the project will benefit the community. You will sharpen your rhetorical skills by writing a persuasive argument geared to a specific audience (the granting agency), and tailoring your argument to the requirements of the Request For Proposals. 20%

Critical Inquiry Assignment Sequence, 35% of Total Grade

Academic Research Project. You will have the opportunity to explore a question or issue in the field of philanthropy or service learning that is of interest to you. The question must have no clear-cut right or wrong answer or solution. Discussion of class readings and in-class writing exercises will help you generate ideas; detailed assignment sheets will be provided. The project will include a research proposal, annotated bibliography and oral presentation, which together will comprise 15% of the total grade.

Final Portfolio. The Final Portfolio will include a written synthesis of the Academic Research Project that complements and extends the oral presentation. In addition, the Portfolio will include a reflective cover letter, which serves as an analysis of what you have learned in the course. The portfolio should include and comment upon a selection of short writing assignments and in-class writing exercises from the course. A detailed assignment sheet will be provided. 20%

Theory and Practice of Philanthropy and Service Learning, 20% of Total Grade
These short assignments help students develop professional materials and professional relationships with their nonprofit agency supervisors. Students may choose to include a selection of these in their final portfolio, with commentary and (if desired) revision. Together these assignments will comprise 10% of the total grade and include:

Civic Autobiography. A short essay in which you explore the congruence and separation of your academic, civic and personal lives.

Resume and Cover Letter. Submitted as a formal introduction to your agency supervisor.

Informational Interview with Supervisor. Practice interview techniques and learn about and summarize your supervisor’s career path.

Communication Memo. A memo created with input from your agency supervisor, clarifying communication channels and other expectations for the semester’s collaboration.

Reading Reflections & Homework. These include written responses to the course readings; you will include a selection of these homework assignments and writing exercises in your Final Portfolio.

Class Participation. Oral and written responses to peers’ papers, participation in class workshops, timely submission of drafts, contribution to class discussions, professional conduct with your non-profit agency, and attendance. 10%
Grading Scale for Papers
A  Excellent in form and content—in insightful; clear, eloquent style, no mechanical errors
B  A good, interesting paper with some minor flaws, but no major ones
C  Adequate, reasonably competent; a mixture of strengths and weaknesses
D  Poor in content—lacking careful thought; generally slipshod in form or mechanics
F  Incoherent, seriously flawed or difficult to understand, or not turned in when due

Grading Scale for Participation
A  Always prepared for class; participates without being called on; written and oral responses to other students’ papers show insight, close reading; comments are clear, succinct and helpful
B  Generally prepared for class; occasionally participates without being called on; responses to other student papers demonstrate mastery of the course goals; comments are generally clear and helpful
C  Sometimes prepared for class; only participates when called on; mastery of the course goals generally evident; responses to other student papers, although somewhat helpful, demonstrate a less-than-thorough rhetorical awareness or a superficial reading of the paper; absent
D  Inadequately prepared or cannot always participate when called on; responses to other student papers demonstrate an inaccurate reading of the draft; comments demonstrate inadequate mastery of the course material; absent
F  Unprepared when called on, unable or unwilling to participate in class discussions or peer review of papers; disruptive to class (talking inappropriately, continual tardiness, text-messaging, etc.); absent

Late Work

Late policy for homework: late homework will be accepted for half-credit if it is turned in before the class period following the original due date. Repeated late work will lower your final grade for the course, regardless of the total of your individual assignment grades. Plan ahead: computer or printing problems do not excuse late work.

Unless otherwise specified, homework is to be turned in to the appropriate dropbox in D2L. To count as on-time, the time stamp must show that it was turned in before the time at which class begins.

Late policy for paper drafts: for papers assigned to be workshopped, late drafts interfere with your workshop group’s ability to function; thus, late drafts of your papers will affect your grade more severely than late homework. Some class periods will require that you bring multiple copies of paper drafts to class, and some class periods will require that you post a draft electronically—read the assignment sheets and follow the directions. Drafts brought in the wrong format will count as late.

Drafts also count as late if they are missing on the date due, incomplete (e.g., three pages when the full draft should be five), or you bring an insufficient number of hard copies to class for your group members (when hard copies are required), or you send the paper electronically after class has begun (when electronic copies are required) for the class period in which they are due (e.g. class begins at 8 a.m. and you post your paper at 8:10 a.m.). Late drafts will cause the final paper to be marked down by one-third for each instance (A- to B+, for example). Repeated late work will lower your final grade for the course, regardless of the total of your individual assignment grades.
Attendance Policy

Class time is for the exchange of ideas and for deepening your understanding of the readings, writing strategies and conventions. If you don’t attend class you won’t get much from the course. Attendance is rarely a problem in this class, but nevertheless, I have an attendance policy: each absence after 3 ABSENCES (1.5 weeks of class) will drop your class participation score. If you miss 6 classes, you will earn a zero for class participation. For each absence after 6, the total course grade will further drop by one third (B- to C+ for example). This means that if all of your assignments together work out to a C average, and you also have 8 absences, you will fail the course.

An absence is an absence: I do not distinguish between "excused" and "unexcused" absences, so take care not to use up your three “penalty-free” absences early in the semester. Two late arrivals and/or two early departures count as one absence; text messaging in class or any non-course related electronic activity conducted in class counts as an absence. If you are absent, you are responsible for finding out what you missed from a classmate before the next class. Extenuating circumstances, such as a documented extended illness (hospitalization), will be assessed on a case-by-case basis.

Please be considerate and turn off cell phones before class begins.

Also weighed in the final grade will be evaluations by your agency supervisor, and by your peers regarding the quality of your comments on workshop drafts. Citizenship and professionalism count; your agency and peer evaluations can tip the grade up or down, regardless of the total points earned on individual assignments. While these evaluations will be considered carefully, all responsibility for grades resides with the Instructor.

Service Learning Protocol

Enrollment in this course requires that you be willing and able to work with an outside agency, including:

- providing your own transportation to and from the agency office
- working with the designated agency supervisor
- respecting agency privacy as requested
- collaborating with a student partner (if applicable)

Please recognize that your commitment to the agency is essential; your conduct in this course reflects not only on you, but also on the University.

Communication

The nature of this course requires that we be able to communicate outside of regular class time if necessary. Therefore, you must check Desire2Learn regularly for personal emails and for class announcements. I also will need to be able to reach you via regular e-mail; please make sure you check your CU account.

If a situation arises that interferes with your ability to do the work for this class, please tell me about it, write me a note, or talk to me after class. I would rather learn about problems, concerns, or suggestions during the course when I have a chance to help you succeed, than on a course evaluation when it is too late to remedy things for you.

The Writing Center

All students are invited to bring their writing to the Writing Center in Norlin Library for feedback and advice. Students are welcome to bring writing from any discipline at any stage of the writing process. Fifty-minute consultations with experienced writing consultants are available by appointment at no charge to CU students. Because the Writing Center is a very popular campus resource, please plan to make reservations at least one week in advance. Reservations can be made through the Writing Center website or in person. The WC can help you:

- improve your planning, logic, and organization
- refine your clarity, style, citation, and grammar
- prevent procrastination and writing anxiety

Find more information at: http://www.colorado.edu/pwr/writingcenter.html
Campus Policies

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member (including but not limited to failure of the course) and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Papers may be submitted to Turn-it-in.com. Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

If you qualify for accommodations because of a disability, please provide a letter from Disability Services (DS) and discuss specific needs with me, preferably during the first two weeks of class. DS determines accommodations (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if a religious observance conflicts with your ability to attend class, please notify me two weeks in advance and make arrangements to make up the work.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh
Schedule

Readings and assignments are to be completed for the date listed. Assignment due dates are subject to change. The dates for visits from our guest speakers may change. Short assignments may be added. Check for syllabus adjustments on Desire2Learn.

Aug. 28  Introduction to course

Aug. 30  Read entire syllabus (posted on Desire2Learn, hereafter referred to as D2L)
Read Agency Information Forms posted on D2L: https://learn.colorado.edu

   Please: DO NOT contact agencies until you are assigned to one

Read the websites of the five agencies that interest you the most
Complete the Chronicle of Philanthropy homework assignment; begin student presentations
Read the assignment sheet for the Civic Autobiography; bring questions to class
Topic for the day: Overview of Philanthropy

Sept. 4  Overview of Philanthropy continued
Read Anheier, Chapter 1, “Studying Nonprofit Organizations” posted under Readings in D2L
Homework due (see “Assignments” link on D2L)
See Homework sheet for full reading assignment
Class logistics: preliminary student pairs and time slots
Continue student presentations of Chronicle of Philanthropy assignment

Sept. 6  Civic Autobiography due (see assignment sheet under “Assignments” on D2L)
Begin in-class readings of autobiographies
Read Clayton, Chapter 1, “Introduction to Service Learning”—you do not need to write out answers to all questions at the end of the chapter: check assignment on D2L
Continue student presentation of Chronicle of Philanthropy assignment

Sept. 11 Continue readings of autobiographies
Student pairs and list of choices due today
Read Anheier, Chapter 3, “Concepts”
Homework due

Sept. 13 Read Clayton, Chapter 2, “Introduction to Critical Reflection”— you do not need to write out answers to all questions at the end of the chapter: check assignments page on D2L
Continue readings of autobiographies
Agencies assigned
Students to schedule first meeting with agency supervisor for next week
Sept. 18  **Resume & Cover Letter draft due;** bring hard copies to class
Read pp. 34 and 48-50 in *Grassroots Grants* (GG)
Looking ahead: discuss grant proposal outline

Sept. 20  Read Clayton, Chapter 3, “Critical Reflection Fundamentals”
Read Elbow & Belanoff, “Sharing and Responding”
Homework Due
Begin generating ideas for Academic Research Project (ARP)

Sept. 25  Read Chapter 4 in *Grassroots Grants*
Read Anheier, Chapter 8 excerpt: “Missions and Visions” pp. 176-181
Prep for Proposal Outline; prepare responses to 1-4 p. 34 in *Grassroots Grants*
See assignment sheet; workshop responses in class
Optional supplemental reading: Introduction, *In Search of America’s Best Nonprofits*

Sept. 27  Read selection of articles on D2L (see assignment on D2L)
Read Anheier Chapter 9, “Resourcing Nonprofit Organizations”
Skim Chapter 5, *Grassroots Grants*
Continue generating ideas for Academic Research Project (ARP)
Practice note-taking and idea-generation techniques
Homework due

Oct. 2  **Proposal Outline due**
**Meet in Library in E303** for session on Finding Funding Sources

Oct. 4  In class: develop script for phoning the funder; see *Grassroots Grants* p. 75
Consult w/ supervisor this week and next about which funder to apply to (you’ll need this info for the Matching Memo)
Begin calling funders (if your supervisor wants you to)
Choose the funder before class on Oct. 16

Oct. 9  **Annotated List of Funding Sources due**
Read Chapter 7 in *GG*, “Creating Your Proposal Piece by Piece”
In-class exercises will be based on the reading
With supervisor, finalize choice of funder to apply to by the end of this week

Oct. 11  Read Chapter 8 in *Grassroots Grants* (excerpts; see assignment sheet)
Bring *Grassroots Grants* to class
With supervisor, select funder before next class

Oct. 16  Read selection of articles TBA on D2L (see assignment sheet)
**Selection of funder due today:** bring RFP/funding criteria to class
Study Daniels Fund Website: [http://www.danielsfund.org/](http://www.danielsfund.org/)
Read about the Fellowship program on the El Pomar Website: [www.elpomar.org](http://www.elpomar.org)
See: What we do→Programs→Fellowship
Identify and email research requests this week for next week’s library session

Oct. 18  **Matching Memo Draft due** (see assignment sheet on D2L)
Guest Speaker: Noah Atencio, Assistant Vice President, Grants Program, Daniels Fund
Bring questions for class discussion
Oct. 23  Workshop Matching Memo  
See peer review guidelines & reading assignment, on D2L

Oct. 25  Library Session with Govt Librarian—supervisors invited! ☺ 
Meet in Norlin Library, room E303

Oct. 30  Final Draft Matching Memo due  
Discuss Colorado Common Grant Application

Nov. 1  Read “Evaluation” by Miner & Miner on D2L  
Read article TBA; see assignment sheet; homework due

Nov. 6  Draft 1 of Grant Due  
Discuss grant proposal cover letter

Nov. 8  Research Proposal due for ARP (see assignment sheet)  
Workshop Grant (draft 1); peer reviews due

Nov. 13  Cover letter draft due  
Workshop cover letter in class

Nov. 15  Revised Draft of Grant Due, with cover letter, include the RFP  
Discuss oral presentations and final portfolio  
In-class research for ARP Bibliography

Happy Thanksgiving

Nov. 27  ARP Annotated Bibliography due  
Discuss Final Portfolio and oral presentations  
In-class writing exercises

Nov. 29  Final Draft of Grant Due, with cover letter  
Research Project presentations and discussion, group A

Dec. 4  Research Project presentations and discussion, group B  
Draft thank you note to agency supervisor  
Students to email final final draft of grant to supervisors this week

Dec. 6  Research Project presentations and discussion, group C

Dec. 11  Research Project presentations and discussion, group D

Dec. 13  Research Project presentations and discussion, group E

Dec. 14  Portfolio due

Have a great winter break!