

# COURSE SYLLABUS

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**YEAR COURSE OFFERED:** 2014

**SEMESTER COURSE OFFERED:** Summer

**DEPARTMENT:** Graduate College of Social Work [www.sw.uh.edu](http://www.sw.uh.edu)

**COURSE NUMBER/SECTION:** SOCW 7339/16889

**NAME OF COURSE:** Professional Grant Writing for Social Work

**TIME:** Wednesdays, 6:00 pm – 9:00 pm, June 2-August 15, 2014

**LOCATION:** SW Building, Room 229

**FACULTY:** Helen Stagg, LMSW, CPS

**OFFICE HOURS:** By Appointment

**E-MAIL:** [hstagg@uh.edu](mailto:hstagg@uh.edu) or [hstagg@sbcglobal.net](mailto:hstagg@sbcglobal.net) Phone: (713) 402.8752

**NAME OF INSTRUCTOR:** Helen Stagg

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**The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.**

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## **I. Course**

- A. **Catalog Description.** Cr.3. (3-0). Prerequisites: successful completion of the MSW foundation. Skills and knowledge in grant writing for program planning and service delivery will include completion of proposal for funding.
- B. This is an elective course. It is designed to provide students with knowledge and skills in program development, proposal and grant writing.

## **II. Learning Objectives and Course Competencies**

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Identify a need and develop an idea from programmatic inception through resource development and implementation.

# COURSE SYLLABUS

2. Complete a focused literature review in order to support hypothesis and aims of grant proposal.
3. Produce a succinct assessment of need, develop a consistent and workable program plan, write clearly defined goals and objectives, and identify appropriate monitoring and evaluation measures.
4. Prepare a logic model, to include resources and raw materials in the form of inputs, services and activities in the form of outputs, measurable outputs and impact to address the benefit to community/society.
5. Prepare a complete program budget in a grant format.
6. Demonstrate an understanding of the different type of funding sources and identify where to find this information.
7. Integrate information from program development, literature review, logic model, budget and funding sources to produce a grant, crafted to provide evidence of an appropriate fit with the funding agency and the fitness of the grant team to fulfill the contract.

## **III. Course Content**

This course will include the following topical (content) areas:

1. Fundraising
2. Philosophy and process of conducting needs assessment
3. Development of strategic program plan
4. Planning effective program evaluation
5. Literature review focused on evidence to support program
6. Budgeting
7. Public and private funding sources: Foundation and public perspectives
8. How to cultivate funders
9. Building an effective grant writing team: collaboration and how it works
10. Parts of a proposal: Introduction, Problem Statement, Goals and Objectives, Methodology
11. Making it look good
12. Submitting the grant proposal

## **IV. Course Structure**

Each student is expected to contribute substantially to class discussions. Lectures will serve to augment the course content and required readings. Classes will also include work in small groups; student submission (segments and presentations of proposal throughout the course session and final proposal at the end); and an on-going peer-review system (discussed later). The class will draw upon sample programs and proposals to assist the student in acquiring the skills necessary to develop, review and critique programs and proposals. Attendance is required.

# COURSE SYLLABUS

## **V. Textbooks**

**Required Texts.** There are two required textbooks. These books have been ordered through the campus bookstore:

1. Coley, S. & Scheinberg, C. (2014) *Proposal Writing: Effective Grantsmanship*. (4<sup>th</sup> Ed.). Thousand Oaks, CA: Sage.
2. Miner, J. & Miner, L. (2013). *Proposal Planning & Writing*. (5<sup>th</sup> Ed.). Westport, CT: Greenwood Press.

## **VI. Course Requirements**

- A. **Class Attendance and Participation.** Attendance and participation are heavily weighted, as much of the learning in the class happens by means of participation in class discussion. Students must actively engage in class discussion and activities. Attendance, participation, and presentations will count toward the final class grade (**20%** of grade).
- B. **Reading Assignments.** See attached course schedule for specific assignments. Readings may be added during the course of the semester. Students must complete all assigned readings prior to class.
- C. **Written Assignments.** Each student or student group must prepare a formal master proposal; working with an agency to develop this based on program or population needs. This proposal will be designed for submission to a targeted funder and must follow the guidelines given in the course. Components of the proposal will be presented in class and students will receive critiques after each presentation. These proponents will be revised based on class feedback.

Each student must compile a detailed list of three public or private funders that could potentially support their project (10% of grade).

- D. **Presentation.** Each student or student group will make three presentations. As noted in the course schedule, each student will compile and present information on: 1) the project/grant concept; 2) the needs assessment and/or problem statement; and 3) the full proposal. Upon completion of each of the first two presentations, participants in the class will provide a critique and the requested written information will be given to the instructor for review.
- E. **Exams.** None.
- F. **Attendance and class participation; interruptions/distractions.**
1. Due to our limited time together, attendance and class participation are critical for effective learning and are factored into the final grade at 20% of the grade. They may also be taken into consideration should a student's grade be marginal. Each absence

# COURSE SYLLABUS

will result in a 5 point loss, unless cleared a priori with the instructor and excused. Students are expected to call/email the instructor ahead of time, whenever possible, to inform her of lateness and/or any absence. More than 3 absences may automatically result in a lower letter grade, and the instructor reserves the right to ask the student to withdraw.

2. If a student misses a presentation due to an absence or lateness, the presentation cannot be made up.
3. To avoid disrupting class, students will turn off pagers and cell phones during class. If a special circumstances merits leaving a cell phone or beeper on, please discuss with the instructor prior to the start of class.
4. Students are to refrain from using laptops, computers, iPads, or any other equipment for anything **unrelated** to the class discussion.
5. Playing video games, listening to music, or sending/receiving text messages during class is not acceptable.
6. Students are expected to maintain appropriate classroom behavior, including respectful communication despite differing opinions or conflicts.

## **VII. Evaluation and Grading**

**Class Attendance and Participation/Presentations** (20%)

**Identification of Funding Opportunities** (10%)

Identify three potential funding sources and complete a funding file for each.

**Proposal** (70%)

Due date for the completed proposal is 8/6/14 after class presentation. The grant proposal must be typed, double spaced, printed on only one side with at least one inch margins on each side and one inch margins in the top and bottom, using standard 12 point font (Times New Roman).

Pages must be numbered.

Grant proposal, excluding appendix, must not exceed 25 pages.

Parts of the proposal and scoring:

- Abstract (5 points)
- Proposal Introduction (3 points)
- Statement of Need or Problem Statement (10 points)
- Goals and Objectives (5 points)
- Methods, including Logic Model (25 points)
- Evaluation (20 points)
- Dissemination (2 points)
- Sustainability Plan (5 points)

# COURSE SYLLABUS

Budget (10 points)

Appendix (if applicable/necessary)

In addition to completeness, proposals will be graded on the integration of section (10 points) and compliance with the application submission requirements (5 points)

Submit one original and one copy.

Final Course Letter Grades:

The following standard grading scores have been adopted for all courses taught in the college.

A = 96 to 100% of the points

A- = 92 to 95.9%

B+ = 88 to 91.9%

B = 84 to 87.9%

B- = 80 to 83.9%

C+ = 76 to 79.9%

C = 72 to 75.9%

C- = 68 to 71.9%

D = 64 to 67.9%

F = below 64%

## **VIII. Policy of grades of I (Incomplete)**

The grade of “I” (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of “I” must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an “F” (or to a “U” [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of “I” may not be changed to a grade of W.

## **IX. Policy on Academic Dishonesty and Plagiarism**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

# COURSE SYLLABUS

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. These statements are consistent with the University Policy of Academic Dishonesty that can be found in your UH Student Handbook.

## **X. Consultation**

Consultations with the instructor will be by appointment only. Please contact the instructor at [hstagg@uh.edu](mailto:hstagg@uh.edu) or [hstagg@sbcglobal.net](mailto:hstagg@sbcglobal.net). You may also call the instructor at (713) 402.8752.

## **XI. Course Schedule and Reading Assignments**

- A. **Assignments.** As per section VI above.
- B. **Course Schedule:** The summer 2014 session runs from June 2 through August 15, 2014. Class will meet Wednesdays from 6:00 PM until 9:00 PM, with a 15-minute break.
- C. **Statement of changes to syllabus.** The instructor reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.

### **Semester-at-a-Glance**

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	June 4	Welcome, Introductions/ Overview; introduction of proposal writing; program planning; building an effective grant writing team; form grant writing team.
2	June 11	Finding public funds; finding private funds; grant idea and Logic Model.
3	June 18	Parts of a proposal; writing private foundation and /corporation proposals; writing government proposals.
4	June 25	<b>Presentation</b> - grant idea and Logic Model. Problem/needs statement; goals and objectives.
5	July 2	Methods and evaluation plan.
6	July 9	<b>Presentation</b> – problem/needs statement. Dissemination and budgets. <b>File Information Due.</b>

# COURSE SYLLABUS

7	July 16	Sustainability; appendices; abstract.
8	July 23	Writing and editing techniques; grant review and funding decisions.
9	July 30	Putting it all together; work on final proposals.
10	August 6	<b>Presentation</b> ; proposals due.

## **Week 1: June 4, 2014**

- Welcome, Introductions and class overview/review of syllabus
- Overview and introduction of proposal writing
- Program planning
- Building an effective grant writing team
- Reading: Miner & Miner, Chapter 1  
Coley & Scheinberg, Chapter 1

## **Week 2: June 11, 2014**

- Finding public funds
- Finding private funds
- Grant idea and Logic Model
- Reading: Miner & Miner, Chs. 2-4  
Coley & Scheinberg, Chs. 2-3

## **Week 3: June 18, 2014**

- Parts of a proposal
- Writing private foundation and /corporation proposals
- Writing government proposals
- Reading: Miner & Miner, Chs. 5-6

## **Week 4: June 25, 2014**

- **Presentation** grant idea and Logic Model
- Problem/Needs Statement
- Goals and Objectives
- Reading: Miner & Miner, Chs. 7-8  
Coley & Scheinberg, Chs. 4-6

## **Week 5: July 2, 2014**

- Methods
- Evaluation
- Reading: Miner & Miner, Chs. 9-10  
Coley & Scheinberg, Chs. 6-7

## **Week 6: July 9, 2014**

- **Presentation** – Problem/Needs statement

# COURSE SYLLABUS

- Dissemination
- Budgets
- **File Information Due**
- Reading: Miner & Miner, Chs. 11-12  
Coley & Scheinberg, Chs. 8

## **Week 7: July 16, 2014**

- Sustainability
- Appendices
- Abstract
- Reading: Miner & Miner, Chs. 12-14  
Coley & Scheinberg, Chs. 8-9

## **Week 8: July 23, 2014**

- Writing and editing techniques
- Grant review and funding decisions
- Reading: Miner & Miner, Chs. 15-16

## **Week 9: July 30, 2014**

- Putting it all together; work on final proposal

## **Week 10: August 6, 2014**

- **Proposal Presentations**
- Proposals due

## **XII. Americans with Disabilities Statement**

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with disabilities.

## **XIII. Recommended Texts**

The texts listed below include additional grant writing resources. Students are encouraged to select those that meet their individual needs.

1. Alter, C. & Egan, M. (1997). Logic modeling: A tool for teaching critical thinking in social work practice. *Journal of Social Work Education*, 33(1), 85-102.
2. Alter, C. & Murty, S. (1997). Logic modeling: A tool for teaching practice evaluation. *Journal of Social Work Education*, 33(1), 103-117.



## COURSE SYLLABUS

3. Grinnell, R.M. (2008). *Social work research and evaluation: Quantitative and qualitative approaches*. (9<sup>th</sup> Ed.). Itasca, IL: F.E. Peacock Publishers, Inc.
4. Hall, M. & Howlett, S. (2003). *Getting funded: A complete guide to writing grant proposals*. (4<sup>th</sup> Ed.). Portland State University (available from Amazon.com).
5. Karsh, E. & Fox, A. (2011). *The only grant writing book you'll ever need: Top grant writers and grant givers share their secrets*. (4<sup>th</sup> Ed.). New York: Carroll & Graf Publishers.
6. Rubin, A. & Babbie, E. (2014). *Research methods for social work*. (8<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole.
7. Shore, A.R., & Carfora, J.M. (2011). *The art of funding and implementing ideas: A guide to proposal development and project management*. Los Angeles, CA: Sage.
8. Yuen, Francis K.O., & Terao, K.L. (2003). *Practical grant writing & program evaluation*. Belmont, CA: Brooks/Cole Cengage Learning.

### ***Recommended Websites.***

Council of Foundations, [www.cof.org](http://www.cof.org)  
Foundation Center, [www.fdncenter.org](http://www.fdncenter.org)  
Guidestar, <http://www.guidestar.org>  
Social Work Research Network, <http://www.bu.edu/swrnet/>  
Society for Social Work and Research, <http://www.sswr.org>  
University of Wisconsin Extension Services, Logic Model Tutorial,  
<http://www.uwex.edu/ces/lmcourse>  
U.S. Census Bureau, <http://www.census.gov>

Additional web addresses for major public grant information sources and grantmaking foundations are listed in the textbook.