

School of Business and Nonprofit Management

Course Syllabus

Course: SBNM 5773, A12 Grant Writing for Foundations & Corporations

Academic Year: 2013/14

Semester/Quad: Spring, Quad A12 (1/13/14 – 3/2/14)

Credit Hours: 2

Prerequisites:

Instructor: Juan Calixto, Adjunct Faculty

Phone: 312-203-7938

Email: jcalixto@northpark.edu (This is my preferred method of contact.)

Availability:

*I will be available by phone or email Tuesdays from 6:00 – 8:00 (central time).
Email any questions or to schedule a time for a phone conversation.*

Course Description:

This course will focus on methods of identifying corporate and foundation funding prospects and applying for a project grant to one of the funders. Students will conduct research on foundations and corporations using the Internet and print materials. They will polish their written communication skills while crafting letters of inquiry, a grant proposal and cover letter. Students will develop a basic knowledge of the theory, motivations, and methods of corporate and foundation giving programs and gain specific skills on proposal writing. **Students who register for this class are required to have access to a 501 (c) (3) nonprofit organization (as an employee or volunteer) that they can use as a topic of class discussions and written assignments.** Students will write a proposal for one of the programs being offered by the 501 (c) (3).

Introductory Comments:

Gifts and grants from private foundations and corporations provide on average between 15% and 20% of total philanthropy in the United States (gifts from individuals provide 80% to 85%). Foundations and corporations often identify specific giving areas that they will fund and require written proposals from nonprofit organizations that are requesting funding. This course provides an introduction to this area of philanthropy. Course activities are designed to guide learners through the entire process of seeking support from foundations and corporations.

Course Materials:**REQUIRED**

Textbook(s):

Fleishman, Joel L. *The Foundation: A Great American Secret: How Private Wealth Is Changing the World*. New York: Public Affairs, 2009. ISBN-13: 978-1-58648-702-7 (pbk.)

Sagawa, Shirley and Eli Segal. *Common Interest, common Good: Creating Value through Business and Social Partnerships*. Boston: Harvard Business School Press, 2000. ISBN 0-87584-848-6

Wason, Sara D. *Webster's New World Grant Writing Handbook*. New Jersey: Wiley, Hoboken, 2004. ISBN 978-0-7645-5912-9

OPTIONAL

Workbook:

Carlson, Mim, Tori O'Neal-McElrath, Alliance for Nonprofit Management. *Winning Grants Step by Step*. 3rd Ed. San Francisco: Jossey- Bass, 2008. ISBN 978-0-470-28637-1

Essential IDEA Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Specific Course Objectives:

1. Students will be knowledgeable about motivations and trends of foundations and corporations.
2. Students will understand the fundamental principles of prospect research.
3. Students will develop proposal writing skills and share their points of view regarding nonprofits and philanthropy.

Course Methodology:

Online discussions will be the methodology used to explore the case studies from the reading assignments and examine their application to current funding trends.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Technical Skills Required:

You must use Moodle for this course to submit homework assignments and participate in online discussions.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1	1/13/14	Introduction to Foundation and Corporate Grant Seeking	Wason pgs (parts 1-3); Fleishman (chpts. 1-3); Sagawa/Segal (chpts. 1-2) Due (1/17/14): Discussion Forum Introductions and 1/19/14 Project Summaries
2	1/20/14	Foundation and Corporate Research	Wason (part 4); Wason (append. D); Fleishman (chpt. 4); Sagawa/Segal (chpts. 3-4) Due (1/24/14): Prospect Research & Discussion Forum Participation; Due 1/26/14: Peer Feedback
3	1/27/14	Foundation Letter of Inquiry	Wason (part 5-Sample LOI); Fleishman (chpts. 5-6); Sagawa/Segal pgs. (chpts. 5-7) Due (1/31/14): LOI to a Foundation & Discussion Forum Participation; Due 2/2/14: Peer Feedback
4	2/3/14	Corporation Letter of Inquiry	Wason (part 5 Other Forms of Com – Part 6); Fleishman (chpts. 7-8); Sagawa/Segal (chpts. 8-9) Due (2/7/14): LOI to a Corporation & Discussion Forum Participation; Due 2/9/14: Peer Feedback
5	2/10/14	Proposal Narrative	Wason (part 7 – Sample Evaluation) and (append A) Due (2/14/14): Draft Proposal Narrative; Due 2/16/14: Peer Feedback
6	2/17/14	The Proposal Budget	Wason (parts 7 Budget-Internet); Fleishman (chpts. 9-11); Sagawa/Segal (chpts. 10-12) Due (2/21/14): Proposal Budget & Discussion Forum Participation; Due 2/23/14: Peer Feedback
7	2/24/14	Proposal Revision	Wason (parts 8-9) and (append C); Fleishman (chpts. 12-Epilogue); Due (2/28/14): Discussion Forum Participation & Comments; Due 3/2/14: Final Proposal

Additional Readings: All other required and optional readings can be found on the Moodle course site in the assignments folder for the week that the readings are assigned or recommended.

Grading:

Assignment	Points	Grade %
Project Summaries	5	5
Prospect Research	10	10
LOI to a Foundation	10	10
LOI to a Corporation	5	5
Draft Proposal Narrative	5	5
Proposal Budget	5	5
Final Proposal	20	20
Moodle Discussion Forum	30	30
Feedback to Other Students	10	10
Total number of points possible	100	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
95-100	A (95-100%)	80-82	B- (80-82%)	<70	F (<70%)
90-94	A- (90-94%)	77-79	C+ (77-79%)		
87-89	B+ (87-89%)	73-76	C (73-76%)		
83-86	B (83-86%)	70-72	C- (70-72%)		

Assignment Grading Policies:

Written assignments should be uploaded to Moodle by the evening of the due date. Late assignments seriously disrupt learning, as this class is built around learning from timely feedback to each writing assignment. Each assignment builds on the previous one. Late assignment may be graded down a full letter grade for each 24-hour period they are overdue.

Student Responsibilities:

1. Online presence and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to log in a minimum of 3-5 days per week and are expected to post a substantive contribution to the discussion at least 2-4 times per week. Simply saying —hello or I agree— is not considered a substantive contribution (see below for posting suggestions). You must support your position, begin a new topic, or add somehow to the discussion when logging on. Those posts which are relevant, incorporate ideas from the readings and other sources, extend ideas raised in other posts, and demonstrate an accurate and complex understanding of that week’s topic have the best likelihood of receiving the full points possible each week. In general, students should make a minimum of two original posts to the weekly discussion forum and provide feedback as indicated in the weekly instruction to other students’ posts and assignments. Do not go overboard with posting—I do not give extra credit for excessive posting. Use common sense, make your posts easy for others to read and keep in mind the golden rule of posting: quality of comments is more important than the quantity!
2. All assignments will be posted on-line. You will be asked to comment and provide feedback to one another on completed assignments. It is most helpful to do this within the first few days after assignments are submitted.
3. Although most issues, questions, and problems can be dealt with online, you can feel free to call me for clarification of assignments and other matters pertaining to this course.
4. Use good —netiquette (see A Guide to Netiquette in Course Information folder on Moodle).
5. When taught in the traditional format, this class meets for three hours and twenty minutes per week for seven weeks. I suggest students plan on spending 3-4 hours outside of class for every hour spent in class. Because the content load is similar, you should plan on spending 10-12 hours per week on course responsibilities (e.g., reading, assignments, online discussion and peer feedback).

6. The most predictable breakdown occurs when students are late in posting their papers and responses. This is often the result of illness, business trips, overload, and computer glitches. Be aware that the learning of your peers will be disrupted by your lateness! Email me as soon as possible if a situation arises which will affect a due date or your peers. Students that post late generally miss out on peer feedback and their questions go unanswered.

Instructor Responsibilities:

As your instructor, I will:

- Respond to students questions within 48 hours.
- Provide relevant information that compliment the assigned reading.
- Provide feedback on completed assignments that will strengthen your final proposal submission.
- Share my personal grant writing experiences when it may help the student with their assignment.

ASSIGNMENT SPECIFICATIONS

Overview:

Because this course is being taught in an intensive format, it is very important for student to keep up with reading assignments. It is not possible to successfully complete this course without a good understanding of the assigned reading and other course materials. Much of the learning in this class occurs through all participants sharing their responses to the readings, questions, and knowledge of the field. Responses should not be directed only to the course instructor but can and should be made in response to the thoughts and ideas of other students as well. The course instructor will check-in on the discussion and will aim to contribute expertise to the discussion without becoming a dominant voice. Most assignments (see weekly assignments folder for more specifics) will be posted on-line for class member review and comments in addition to the comments from the course instructor as a part of the grading process. I expect that each student will provide constructive and timely feedback to other class members on assignments. Based on best practices in online pedagogy, I see my role not only as your instructor, but also as a learning facilitator. I expect that you will take primary responsibility for your own learning throughout this course.

WEEKLY ONLINE DISCUSSION FORUM

Discussion Forum Specifications:

Each week discussion questions are posted and discussion should start by Friday evening. Thus, it is essential that you complete your assigned readings for each week as early as possible in order to provide meaningful and substantive discussion comments. **All posts for the week should be completed by Sunday** evening. When you cite the readings or another post, please include your references and/or page numbers so that we can all follow your thinking.

Discussion forums will be held during weeks 1, 2, 3, 4, 6 and 7 of the class. (You will receive up to 5 points for your participation in each week's forum for a maximum of 30 points). Discussion forum participation will not be required during week 5 when you are drafting the proposal narrative. Though you may find it useful to help each other troubleshoot during the process via the forum.

Online Peer Feedback

The points earned for Peer Feedback reflect the quality of feedback you provide to your peers in weeks 2 - 6. (Two points for each quality feedback provided for a maximum of 10 points.)

<i>Criteria</i>	<i>[point range for outstanding assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
<i>Discussion</i>	<i>5 – 4</i>	<i>3 - 2</i>	<i>0 - 1</i>
<i>Feedback</i>	<i>2</i>	<i>1</i>	<i>0</i>
Integration of content and timeliness of response	Post completed within week of assignment and it reinforces course material or challenges interpretation of material, and does so in a concise manner.	Refers to lesson content but not integrated effectively or posted late.	No post submitted or did not answer the question or refer to any key points.
<p>You are expected to log in a minimum of 3-5 days per week and are expected to post a substantive contribution to the discussion at least 3-4 times per week. Your online participation in discussions and feedback represents 40% of your total grade for this course. Quality and not quantity will determine points earned.</p>			

ASSIGNMENT # 1 Project Summaries

Assignment Specifications:

(due 1/19/14): Review the steps Wason recommends each organization go through when beginning to approach corporations and foundations. Think through your own organization's situation. Write a one to two paragraph summary of the project you plan to use for your proposal that fits the nonprofit's mission and would be likely to gain foundation support. Applying concepts from your readings, tell why foundations (in general) might fund the project. In other words, how does this project appeal to typical interests of foundations? Then write a one-paragraph summary showing how this same project would be likely to win corporate support. Applying information from your readings, tell why corporations (in general) might fund the project. In other words, how does this project appeal to typical interests of corporations? I want to get a sense that you understand the major differences between corporations and foundations based on the readings. Be sure to include the nonprofit's name, mission, target population and brief overview of your project at the beginning of your paper.

<i>Criteria</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
	<i>5-4</i>	<i>3-2</i>	<i>1 - 0</i>
Content	Assignment answers why a foundation and corporation may fund project and references reading material.	Assignment partially answers why a foundation and corporation may fund project and references reading material.	Assignment not submitted or project does not qualify as a legitimate project for funding.
Clear Writing	Writing is organized, concise, grammatically correct, clearly written in understandable language.	Writing is written in understandable language may include inconsistencies.	Writing is poor, unclear, disorganized or contains grammatical errors, or not submitted.

ASSIGNMENT # 2 Prospect Research

Assignment Specifications:

(due 1/24/14): Upload your prospect research write-up with four prospects, including two foundations and two corporate prospects based on the project descriptions you created last week. Write a summary of each prospect, describing the match you see between giving interests and your project, asset and grant totals for the most recent fiscal year, any historical relationship your nonprofit has with the funder, and the funder's preferred approach. Include links to your sources of information. Please include a brief project description as well. These will probably be lengthy posts; please submit them as PDF attachments if possible.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
	10 - 9	8 - 7	6 - 5	4 - 0
Content	Assignment answers all questions in the guide and demonstrates understanding of topic and is a good funding match for the project.	Assignment answers all questions in the guide and is possible funding match.	Assignment answers some of the questions in the guide and is not a good fit for funding the project.	Assignment not submitted or does not follow the guide.

ASSIGNMENTS # 3 & 4 Letters of Interest (LOIs)

Assignment Specifications:

(due 1/31/14): Write a polished 2-3 page letter of inquiry seeking funding for your project from a foundation prospect (this does not include a corporate foundation or a government agency). Include a link to the funder as an addendum to the letter.

(due 2/7/14): Write a polished 2-3 page letter of inquiry seeking funding for your project from a corporation giving program or corporate foundation. Include a link on the funder as an addendum to the letter. This LOI should be substantially different from your foundation LOI.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
Foundation LOI	10 – 9	8 – 7	6 -5	4 - 0
Corporation LOI	5	4 – 3	2	1 - 0
Content	Assignment establishes a strong case for support citing problem, solution and alignment with funder's values. The LOI makes the request to submit a full proposal and list benefits to funder. Writing is organized,	Assignment establishes a case for support citing problem, solution and alignment with funder's values. Writing is clearly	Assignment establishes a case for support citing problem and solution. Writing is	Assignment not submitted or does not represent the content needed for an LOI. Writing is poor,

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
Foundation LOI	10 – 9	8 – 7	6 -5	4 - 0
Corporation LOI	5	4 – 3	2	1 - 0
Clear Writing	concise, grammatically correct, clearly written in understandable language.	written in understandable language and has a few grammatical errors.	adequate but may include inconsistencies or inaccuracies.	unclear, disorganized or contains significant grammatical errors, or not submitted.

ASSIGNMENT # 5 & 7 Draft Proposal Narrative & Final Proposal

Assignment Specifications:

(due 2/14/14): Submit a polished draft of a full proposal narrative for peer review (maximum ten pages double spaced) which should include: request for funding statement, introduction, problem statement, goals and objectives, methodology, timeline, evaluation and summary statement. Proposals must focus on making the case to support the project and contain updated data and current references. Include a link to proposal directions or application information from the funder.

(due 3/2/14): Submit final proposal and cover letter. The revised proposal should be complete with all sections outlined in Wason and one page listing the attachments to be included. The grant proposal should make a strong case for support and have a budget that matches the goals, objectives and methodology outlined in the narrative. Include a link to proposal directions or application information from the funder.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
Draft Proposal	5	4	3 - 2	1 - 0
Final Proposal	20 - 15	14 - 10	9 - 5	4 - 0
Content	Assignment establishes a strong case for support citing problem, solution and alignment with funder's values. The draft contains all sections and list benefits to funder.	Assignment establishes a case for support containing a majority of the sections required in a proposal.	Assignment does not make a case for support and requires a major rewrite.	Assignment not submitted or does not represent the content needed for a proposal.
Clear Writing	Writing is organized, concise, grammatically correct, clearly written in understandable language.	Writing is clearly written in understandable language and has a few grammatical errors.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear, disorganized or contains significant grammatical errors, or not submitted.

--

ASSIGNMENT # 6 Budget

Assignment Specifications:

(due 3/21/14): Submit a copy of your project budget which clearly aligns with the project narrative and details the request amount from the funder and has line item income and revenue.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>
	5	4 - 3	2 - 0
Content	Assignment identifies budget period, amount requested, income, revenue, is balanced and line items that relate well to the project narrative.	Assignment identifies budget period, amount requested, income, revenue, is balanced and some line items relate to the project narrative.	Assignment not submitted, or does not identify budget period, amount requested, income/revenue nor is balanced or contain line items that relate well to the project narrative.

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course

grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence.

Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/Campus-Life-and-Services/Disability-Resources>