GRANT WRITING FOR ORGANIZATIONS
Summer I 2015

Tuesday & Thursday (6:00pm - 9:45pm)
Center for Urban and Public Service, Room 104

Instructor: Keith D. Bellamy
Office Location: Center for Urban and Public Service
111 Washington Street, Room 335. Newark, NJ
Office Hours: By appointment
Office Phone: (862) 576-1706
Email: Keith.Bellamy@Rutgers.edu

COURSE DESCRIPTION

This course examines the relationship between an idea for funding and getting your idea funded. It will improve your ability to turn an idea into a proposal that merits being funded. We will cover a step by step approach to successful proposal development, whether for/from a community non-profit organization, an educational institution, a hospital, a governmental or research organization. This course is designed for those with a limited experience in preparing proposals. The course will help students learn how to identify potential funding sources and then to develop a proposal idea, write a compelling need statement, define clear goals and objectives, develop an evaluation component to a proposal, create a program budget, and complete and submit a full proposal.

ABOUT THE INSTRUCTOR

Keith Bellamy, MPA, is an adjunct professor at Rutgers-Newark within the School of Public Affairs and Administration (SPAA). He received his master degree from Kean University In Public Administration with an option in Nonprofit Management. He is currently undergoing a doctorate degree of education in Organizational Leadership with an emphasis in Higher Education at Grand Canyon University. Future research to be determined: “Whether the relationship of role models contributes to the resilience of urban African American Students.”
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 grant seeking 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.

CLASS, DATE & TOPIC

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>#2</td>
<td>May 28, 2015</td>
<td>Chapter 1: The Conceptual Framework Need Statement, Objectives, Activities, Personnel, Evaluation &amp; Budget</td>
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<tr>
<td>#3</td>
<td>June 2, 2015</td>
<td>Chapter 2: Other Important Features Abstract or Executive Summary, Table of Contents, Introduction, Appendix, Dissemination Plan &amp; Sustainability</td>
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<tr>
<td>#</td>
<td>Date</td>
<td>Topic</td>
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| #5 | June 9, 2015 | Chapter 4: Understanding Federal RFPs  
Catalog of Federal Domestic Assistance (CFDA) Number & General Changes in the Federal Landscape |
| #6 | June 11, 2015 | Chapter 5: The Review Process  
Understanding Reviewers, The Review Setting & Review Problems |
| #7 | June 16, 2015 | Chapter 6: Private-Sector Funding  
| #8 | June 18, 2015 | Chapter 7: The Politics of Grantsmanship  
Educate Your Organization, Sidestep Rivalries, Working with Program Officers & Federal Politics |
| #9 | June 23, 2015 | Chapter 8: Never Accept Failure Conclusion |
| #10 | June 25, 2015 | Final Grants & Power Point Presentations Due/ Power Point Presentations |
| #11 | June 30, 2015 | Power Point Presentation |
| #12 | July 2, 2015 | Power Point Presentation |

* Please Note that this syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

Resources for written and oral assignments:

- [http://spaa.newark.rutgers.edu/home/programs.html](http://spaa.newark.rutgers.edu/home/programs.html) (free sign up)
- Rutgers-Newark Student Library; things are free, take the time to learn how to use it; staff will help.
- Internet searches are great for finding examples to use for assignments.
- **Student Presentation should be on** PowerPoint (or equivalent); Word, Excel, and analytical software required for analysis and preparation of reports.
- **Students may collaborate on the Case Study analysis and Class Presentations when permitted by professor. Each partner receives the assignment grade.**
- Students are encouraged to develop a portfolio from their assignments.
- Students also are encouraged to register with the Career Development Center (CDC) and participate in career building by participating in their events and resources.
- Citation guide - Purdue University [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
Reading/Work Assignments:

(Note: Due to the accelerated format of this course, it will be necessary to read through the readings prior to each class period. Otherwise, you may have some difficulty in keeping up with your assignments in class.)

Catalog Description:

This course details the relationship from a funding idea through the production of a successful grant to administration of the grant once received. For public and non-profit organizations, students will learn grant proposals; the administration of grants, including legal compliance; and the evaluation of grant activities.

CLASS FORMAT

Most class sessions will utilize three formats:

(1) A 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 slides three to a page before coming to class.

(2) 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.

(3) 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. Please be seated and ready to learn at 1:00. 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.

Student Learning Objectives:

At the end of this course the student will be able to understand:

A. What various types of granting agencies exist
B. What types of grants are available
C. Who can apply for which grants
D. How to help an organization identify and document its needs
E. How to write an effective grant proposal
F. How to create clear goals and objectives
G. How to develop means for an agency to evaluate itself—so the granting agency can be sure its money is well spent
H. How to address the issue of "sustainability"—what happens when the grant money runs out
I. How to appeal to the very specific audience of granting agencies
J. How to insure all elements of a grant proposal are met
K. How to format your grant proposal so it meets the funding agency's specifications
L. How to work in a grant writing team
M. How to work both with funding agencies and with local non-profit or other agencies which need grants
N. Grant-related research techniques
O. What to do once your proposal is funded

GRADING REQUIREMENTS AND PROCEDURES

Evaluation:
Grade Weights & Percentages

Prelim Materials: 18%
Final Proposal: 45%
Presentation: 25%
Class Participation: 12%

All materials are due at the end of the class on the day due. Late materials will be marked down 20% per day late. All materials must be typed (word processed), double-spaced, stapled, on 8-1/2 x 11 paper. Students are required to keep a copy of all materials turned in. Attendance is required. All dates and items in this syllabus are subject to change by the instructor.

GRADING SCALE
The grade of “A” is reserved for outstanding content, format (titles, headings, margins, etc.) and
professionalism of results. Presentations are likewise reviewed for content, format and professionalism. Individual assignments earn individual grades. If a group completes the project, each group member earns the same grade for the project product (paper or presentation). Leadership is required to ensure a cohesive report, not an aggregation of submissions. The project document must be a coherent whole for an “A” grade. If one is on a team, teamwork is essential and leadership will ensure team output. Late project reports do not earn an "A" grade.

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<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
<td>Very Good</td>
</tr>
<tr>
<td>B+</td>
<td>89-85</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>84-80</td>
<td>Above Average</td>
</tr>
<tr>
<td>C+</td>
<td>79-75</td>
<td>Average</td>
</tr>
<tr>
<td>C</td>
<td>74-70</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>Failing</td>
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**PLAGIARISM AND CHEATING**

Plagiarism is ANY form of taking others’ work without giving them credit. This includes ‘cut and paste’ plagiarism. Changing a few words is not sufficient to avoid a charge of plagiarism. This means it is important to know the differences between quoting, paraphrasing and summarizing. It is also important to know how to cite material properly. As noted earlier, a style guide is essential. A general rule is that you should reference every selection from any existing source. Plagiarism and cheating may result in failing the course. You can be assured that you are not plagiarizing by self-analyzing your paper for the percentage of infractions. Evaluation software is available on Blackboard.

**COURSE EVALUATION**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed on line by students in the middle and toward the end of the semester, and all answers are confidential and anonymous. The instructor may also discuss the mid-term evaluations in class to revise the course if necessary.

**Final Note:**

By this point in your academic development you should have a full and solid grasp of the mechanics of good grammar, punctuation, spelling, as well as a solid vocabulary. Sloppiness in your written assignments will prevent your successful completion of this course. If by chance you do not, please seek assistance through the Rutgers University writing center. Information is provided below.

Rutgers-Newark Writing Center  
175 University Avenue  
Newark, New Jersey 07102  
Conklin 126
(973) 353-5847
nwc@andromeda.rutgers.edu