Seminar in Public Administration
PADM 5370.001
Grant Writing
Spring Semester 2016
R 7:00-9:30 pm
CCH 206

Texts


Handouts on strategic planning, grant writing in an electronic age, and databases available in the “Course Library” section of Blackboard.
Data storage device (thumb drive, external hard drive, stone tablet and chisel, etc.

Course Description and Tentative Syllabus

**Catalog description:** Seminar in identified topics in Public Administration. May be repeated when topics vary. Offered on sufficient demand.

Obviously, this doesn’t tell you a lot, does it?

**My description:**

PADM 5370 is an intense seminar intended to teach you the Grant Writing process and to provide you with actual experience writing real, submitted-to-funding-agency grants. In addition, you will learn some basics about strategic planning and other “higher level” skills associated with grant writing and resource development (code for “getting money to fund projects”). The ability to write grants is a highly marketable skill, especially in today's political climate, which finds governments withdrawing support from education and health care, resulting in an increased need for non-profit groups to find additional financial support. In the seminar, students will learn the basics of grant writing, including needs assessment, identifying potential funding sources, creating goals, and identifying assessment plans. A large group project will involve the entire class in the creation of a significant grant proposal on behalf of a local community service or government agency, and, later in the semester, each student will write a smaller grant for a local agency. A student who completes this course will know how to write a grant and will be able to list actual
grant writing experience on her or his resume.

MPA Program Student Learning Outcomes:

1. To lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems, and make decisions
4. To articulate and apply a public values perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

Graduate Studies Standards

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

- Students read weekly assignments on time and come to the seminar with serious response and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own learning value.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. (I come to class because I want to share a learning experience with students. If you are not there and I am not aware of your situation, then I will not feel that sharing is occurring. This will make it more difficult for me to discern your experience in this course when it comes time to write down a "final grade.")
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everyone participates. Everyone is respectful of others’ thoughts. Students don’t put the burden on the teacher or on other students to originate or maintain discussion. They take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

The Grant Writing Process

This class will examine and will give you practice with the process through which grant proposals are written. Elements of this process include learning:

What various types of granting agencies exist
What types of grants are available
Who can apply for which grants
How to help an organization identify and document its needs
How to write an effective grant proposal
How to create clear goals and objectives
How to develop means for an agency to evaluate itself--so the granting agency can be sure its money is well spent
How to address the issue of "sustainability"--what happens when the grant money runs out
How to appeal to the very specific audience of granting agencies
How to insure all elements of a grant proposal are met
How to format your grant proposal so it meets the funding agency's specifications
How to work in a grant writing team
How to work both with funding agencies and with local non-profit or other agencies which need grants
How to ask LOTS of questions when you don’t know the answer
Grant-related research techniques
What to do if your proposal is funded
What to do if your proposal isn't funded

Grades

Your grade will consist of the following elements:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Planning Memorandum</td>
<td>5%</td>
</tr>
<tr>
<td>Responsibility</td>
<td>10%</td>
</tr>
<tr>
<td>Abstract Reflections</td>
<td>20%</td>
</tr>
<tr>
<td>Large Group Project</td>
<td>40%</td>
</tr>
<tr>
<td>Individual Grant Project</td>
<td>25%</td>
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</tbody>
</table>

I'll discuss each of these individually.

Planning Memorandum

Your planning memo, which is described more fully [here](#), asks you to introduce yourself, to share your writing history, to outline what you hope to accomplish in the course, to explain what you are going to contribute to the Large Group Project and how you are going to go about working on it, and to explain, in detail and with contact information, what grant you are undertaking for your Individual Project.

Responsibility

This class is a writing workshop. That means that the single most important thing you will do all semester is to show up prepared and ready to work. We are also going to actually write two grants—a large application, written as a group, on behalf of an organization, and a smaller one for an agency of your choosing. In other words, we are doing "real" work for the "real" world. Not only are your classmates depending on you, but the agencies for which we write are depending on you as well. You need to contribute regularly to the business of the class.

Abstract Reflections

This isn't some new form of art that Andy Warhol invented. We'll be reading two "how to" books about grant proposal writing. Each week, I'll ask you to write an "Abstract Reflection," which does two things. First, you need to abstract the readings—in 1-2 pages, present the main points of each reading. Then, you need to reflect—what did you find interesting, what did you agree with, what didn't you agree with, what didn't you understand? In other words, present what was said—the ability to abstract a piece of writing is an essential professional writing tool—and then tell me what you thought about what was said. Abstracts are due about the material we are reading that week for class.

Large Group Project

As a group, we will, as a group, write a grant proposal for an organization or group here in the
Coastal Bend. Each of us will be assigned a separate portion of the grant proposal, one for which you and your group will be responsible. You will be graded on the quality of your individual grant section, on your contribution to that section, on your contribution to the grant as a whole, and on your reflective essay in which you write about what you learned from the process and in which you evaluate the group as a whole.

Individual Project

In addition, you will, on your own, write an individual grant for a local non-profit agency. You can find a long list of possibilities on the Projects Opportunity Page. The list is thorough but not exhaustive; if you know of a local group of agency which needs a grant proposal written, talk to me—it very well might be the kind of project that would work well for this class. For this project, you will need to follow and document all of the steps listed in Winning Grants Step by Step. You will also need to write a reflective memo in which you examine the writing process you underwent and what you learned from the process.

Course Policies

Communicating With Me

I need to know if you are doing well, if you are having trouble, and if you have questions. I also like to kibitz (engage in small talk face to face). I can be reached in the following ways:

**In Person/F2F:** My office is Faculty Center 288. I am in my office during my office hours, and, quite frankly, many more hours than my office hours. If you need to see me outside of office hours, give me a quick holler, just to make sure I’m “in.” If so, come on by.

**Email.** Professionals ups use e-mail. I will communicate with the whole class regularly via e-mail. Checking one’s e-mail is a regular expectation in most professional jobs, so “I don’t check my e-mail” isn’t a good reason for missing something important.

My e-mail is charles.etheridge@tamucc.edu. I am faithful about returning e-mails, and will return every e-mail within 24 hours. On the other hand, I am not glued to my computer and phone 24/7, so don’t email me with a question at 3:30 in the morning and expect an immediate reply. **Weekend Exception.** If you e-mail me late Friday afternoon or on Saturday or Sunday, you might not receive a reply until Monday morning.

**Telephone.** My phone number is 825-5755 (or 361-825-5755 if you are calling from outside of Corpus or have a non-Corpus cell phone number). Call me if you need me. Leave a message if I don’t answer. This is a generational thing, I know— I have noticed many younger students (including my own children) hang up if someone doesn’t answer the phone. If you call and I don’t pick up, leave your name and a message including the number at which I can call you back.

**Facebook:** The class will have a Facebook group. You can use this to ask questions of each other, share interesting ideas, post clips of protest lit you have found, and to otherwise communicate with your classmates and me. You are not required to join this group; but it might enhance your learning experience if you do. All materials and announcements will be made by regular e-mails.
Although Facebook is a way to communicate with me, I do not “friend” current students on Facebook. If you send me a request, please do not be insulted if I do not respond. I maintain both a personal and professional presence on the social media, as should you. Do you really want me to see your pictures of what you did last weekend, esp. if we have a test and you might have studied more?

**Skype.** My Skype ID is TechWriteDrE. I only have my Skype turned on during office hours. **Texting.** Nope. I prefer not.

**Late Assignments**

Late assignments must be accompanied by a cover letter that explains why it is late. Keep in mind that in the workplace there would be serious consequences for turning in papers/projects late. Based on your letter, I will determine how much to deduct from your grade.

**Attendance and Tardy Policy**

This is a grad class. You need to be here. This class is also project driven, and will function very much like a job. We will be doing things in class. Make every reasonable effort to be here. If, for some reason, circumstances conspire, such as illness, family emergency, or commuting woes, I will treat each on a case by case basis. Please contact me as soon as possible and explain your absence.

**NOTE:** If you accumulate more than on absence that is unexcused or unexplained, I reserve the right to penalize your grade up to and including failure of the course. If you miss five or more classes without reasonable explanation, you run the risk of failing.

**Tardies:** This is an evening class. What are you going to do--oversleep? Don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

**Electronics Policies**

Cell phones and other Portable Research Devices may be used when they are part of the business of the class—doing research, communicating with an agency, etc). While we're on the subject of technology, note that you may not "record" any class, either in an audio or visual format, without the instructor's permission. I'll likely give it, but you do need to ask. We are in a computer environment; your use of the computer should be class related—doing projects or taking notes. E-mail may only be used for class-related business. Although I don't like to make such draconian pronouncements, there is rarely a professional reason in the world to be on a social networking website during class time; if I see that you are doing it, I will not say a word. I will, however, note it in my grade book and will deduct points from your "Professional Responsibility" grade, which is ten percent of the total.

**Academic Honesty**

I will follow the policy that appears in the university catalogue. Plagiarism, which is “the presentation of work of another as one's own work” is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that
apply. If you are unsure of how to document or properly use information, please check with me WELL BEFORE THE PAPER IS DUE. Also, know that I have some heavy-duty anti-plagiarism web applications, so you'll probably get caught. If you have questions or doubts about what constitutes a breach of integrity, a violation of policies or a proper citation, it is important that you consult with me. The SMALLEST penalty you will get if you are caught is a zero on the project; you could, potentially fail the course, and, if you have plagiarized in other classes, you may face disciplinary action by the university.

I only feel it fair to notice that this issue is something the university is "Hot and Bothered" about right now, and that, if we suspect something, we are now REQUIRED to notify the administration. This isn't something we can keep "in house" any more.

All of this can be avoided simply by doing your own work to the best of your ability.

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466.

**Resources**

1. **Writing Center.** The Writing Center, part of Texas A&M University-Corpus Christi’s Center for Academic Student Achievement (CASA), provides free help for students at any stage in the writing process. Writing center consultants are trained to work with writers one-on-one to help them find ideas, organize their thoughts, cite sources, and succeed at all aspects of the writing task. The writing center works closely with faculty across campus to understand the writing projects they assign and to help students meet the expectations of those assignments. The writing center is located in the Glasscock building. Both drop-in and scheduled appointments are available. More information, including hours of operation, is available at [http://casa.tamucc.edu/wc.php](http://casa.tamucc.edu/wc.php).

2. **Students with Disabilities.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals Process**

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade.
given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

A Note on Reading Assignments

Readings must be completed by the date noted. Some of the readings are lengthy. To avoid falling behind, you will need to determine how much time you require to get the reading done and build that time into your schedule. It is a good idea to use the weekends (and class days without reading assignments) to get ahead in your reading.

Reading and Assignment Schedule

Note: This schedule is tentative and is subject to change. Readings need to be completed before coming to class that day. "Carlson" refers to Winning Grants Step by Step. "K&S" refers to The Only Grant-Writing Book You'll Ever Need.

<table>
<thead>
<tr>
<th>Date</th>
<th>Part One: The Group Written Grant</th>
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<tbody>
<tr>
<td>January 21</td>
<td>Introduction to the course. Overview of grants and grant writing; discussion of Service Learning. In class, we will take the time to read and go over Carlson, Introduction; K&amp;S, Lesson 2.</td>
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<tr>
<td>Date</td>
<td>Abstract Due</td>
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| Mar 3 | **Evaluation Plan Due.**  
Who is the organization I'm representing? Can it do the job it promises to?  
Carlson, Step 9.  
Who is the... redux. K&S, Lesson 15.  
Cover Letters and summaries. K & S, Lesson 16 |

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<th>Date</th>
<th>Abstract Due</th>
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| Mar 10 | **Summaries Redux.**  
Putting it together: Carlson, Step 11. Review of all grant materials.  
**Complete grant due, including your Reflective Memo, by the end of class.** |

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<tr>
<td>14-18</td>
<td>Joyous yet tasteful Spring Break celebration of the completion of the Group-written grant. You need to come back knowing EXACTLY what you are doing for your individual grant applications.</td>
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### Part Two: Your Individual Grant

*(Note: I will work with you individually to prepare a series of due dates so that you complete your grant application on time. These will depend on your client, the grant itself, and the funding agency you are writing to.)*

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<th>Date</th>
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| 24   | **Finding Sources.**  
Mikelonis et al., “Finding Funding Sources Using Library Resources,” “Finding Funding Sources on the Web.”  
Carlson, Appendix A, K&S, Appendix 4. Which funders would be good sources for your individual project application? Why? |

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| Mar 31 | **Working with Funders.**  
Carlson, Step 2.  
Mikelonis et al., “Drafting the Proposal Narrative”  
Draft needs statement  
Draft goals and objectives |

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| Apr 7 | **“Using Software Tools to Enhance Your Proposal”**  
Draft Methods and Evaluation. |

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<th>Date</th>
<th>Abstract Due</th>
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| 14   | **The Budget.”**  
Clarke and Fox, “Budgets: Telling Your Story in Dollars and Cents.”  
Draft Budget |

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<th>Date</th>
<th>Abstract Due</th>
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</table>
| 21   | **Sustainability--what will your group do when the money runs out?**  
Carlson, Step 7  
Mikelonis et al., “Preparing the Organizational Information,” “Writing the Cover Letter, Executive Summary, and Abstract.” |

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<tr>
<th>Date</th>
<th>Abstract Due</th>
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<tr>
<td>28</td>
<td><strong>Workshop to complete your Individual Grant Packages. Bring all materials.</strong></td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>May 5</td>
<td>This is the final exam period.</td>
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<td></td>
<td>Complete Grant Packages due.</td>
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<td>Reflective Memo on your individual grant proposal due.</td>
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**In Conclusion**

This should be a worthwhile and even enjoyable class. You can count on me to make class as interesting and as stimulating as possible. Finally, I am here to help you, but I cannot do so unless you let me know when you need help. Communicate.