



## School of Planning, Public Policy and Management

**PPPM 422/522 – GRANT PROPOSAL WRITING**

CRN 24278, 24292

**CLASS SYLLABUS — WINTER 2023**

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| Instructor:                | Bob Choquette  |
| E-Mail:                    | <a href="mailto:choquett@uoregon.edu">choquett@uoregon.edu</a> |
| Phone:                     | 541.346.3851   |
| Office Location and Hours: | 106 Hendricks: M and Th 9-10 am and by appointment             |
| Course Location:           | 240C McKenzie  |
| Meeting Dates and Time:    | Thursdays 1/12 and 1/19: 5:30-8:20 pm                          |

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***Course Description***

This class focuses on the process of developing fundable ideas, building broad-based support, conducting the research required to identify appropriate funders for projects or programs across a wide variety of disciplines and sectors, and writing grant proposals to fund initiatives.

***Learning Outcomes***

Upon successful completion of this course, students will:

- Understand the fundamentals of grant proposal writing; and
- Have developed a draft proposal for funded activities.

***Teaching Philosophy***

I subscribe to three models of learning that guide my classroom instruction:

- *Constructivism* (Duffy and Jonassen, 1992) posits that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.
- *Experiential learning* (Kolb, 1984) supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis for the learning activities. Adults are most interested in learning that has immediate relevance and

- impact to their career or personal life, and their learning is problem-centered rather than content-oriented.
- *Relational-cultural theory* (Miller, 1976) proposes that successful relational connections—interactions that are mutually empathic and mutually empowering—are vital to individual and shared learning, as well as emotional growth and health (Miller & Stiver, 1997). RCT’s key tenets are trust, mutual empathy, and growth-in-connection, which is essentially the enhanced ability to learn and progress through healthy, growth-fostering relationships.

## **Textbooks**

Karsh, Ellen, and Fox, Arlen Sue. The Only Grant-Writing Book You’ll Ever Need. Basic Books (2014). ISBN 978-0465058938. RECOMMENDED.

## **Grading**

This class is offered on a pass/no pass basis only. Your grade will be determined based on the following:

- Attend both class sessions — if you miss a class session, you will not receive a passing grade; and
- Completion of all assignments.

## **Course Website**

The course website is located on the University of Oregon’s Canvas system (<https://canvas.uoregon.edu>). The class syllabus, supplemental readings, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address, as I will use this email address to communicate with you.

## **Accessibility**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541.346.1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## **Diversity**

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. I will value each class member’s experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion: 1 Johnson Hall or 541.346.3175 or <http://inclusion.uoregon.edu/>
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or <http://codac.uoregon.edu/>
- Bias Response Team: 164 Oregon Hall or [brt@uoregon.edu](mailto:brt@uoregon.edu) or <http://bias.uoregon.edu>

### ***Statement Regarding Title IX and a Safe Learning Environment free from Discrimination and Harassment***

The UO is committed to providing an environment free of all forms of discrimination, harassment, and assault. This includes conduct that unreasonably discriminates among individuals on the basis of race, color, gender, national origin, ethnicity, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, or gender expression. It also includes sexual and physical assault, domestic and dating violence, and gender based stalking. We support Title IX.

If you, or someone you know, has experienced or experiences harassment or discrimination that is sufficiently severe or pervasive that it interferes with work or academic performance—or if you have experienced sexual or physical assault in any form—the UO has staff members trained to support and make sure you are aware of the range of options available to you and have access to the resources you need. You may choose whether or not to access these resources.

Students wishing to pursue a complaint involving discrimination or harassment should contact the Office of Affirmative Action & Equal Opportunity at 541.346.3123 or <http://aaeo.uoregon.edu>. If you wish to speak to someone confidentially regarding sexual assault or harassment, call 541.346.SAFE, UO's 24-hour hotline, or visit the SAFE website, <http://safe.uoregon.edu>. The University Health Center and University Counseling and Testing Center can provide assistance and work confidentially with students.

### ***Center for Multicultural Academic Excellence***

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email [cmae@uoregon.edu](mailto:cmae@uoregon.edu), or visit Suites 164 and 165 in Oregon Hall.

### ***Mental Health***

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or

stressful events may impact your academic performance or reduce your ability to participate in daily activities. The University of Oregon is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus via <https://health.uoregon.edu/mental-health> or by calling 541.346.2770.

### ***Life's Challenges***

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in school, is urged to contact the Dean of Students for support. Furthermore, please let me know as well if you are comfortable in doing so. This will enable me to provide any resources that I have access to. **I care about you as an individual and your health and well-being beyond your role as a student in this class.**

### ***Late Assignment Policy***

If you are unable to make it to class on the day an assignment is due, you may email your assignment to me prior to the class time and date that assignment is due. Late assignments receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

### ***Incomplete Policy***

A grade of "**I**" (**Incomplete**) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes will be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

See <https://provost.uoregon.edu/grades-incompletes-policy> for additional information

### ***Academic Honesty***

The [University Student Conduct Code](#) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I report misconduct to the Office of Student Conduct and Community Standards—consequences can include

failure of the course.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me. I welcome your questions about what academic integrity looks like in our class. The bottom line is this: don't cheat. Doing so puts both student and instructor in uncomfortable positions and getting caught has serious consequences for your career as a student. And if you feel undue pressure from the workload in this class, come talk to me.

### ***Final Assignment***

Develop and submit a draft proposal by completing the following steps:

- a. Identify a fundable topic, based on a need or a problem you've identified
- b. Do the research to identify a potential funder
- c. Obtain the funder's program description and application forms – either printed, or via an online form
- d. Develop a draft proposal that **meets the funder's requirements**. The proposal may include (depending on the funder):
  1. Problem statement
  2. Research design / work plan / activities
  3. Time line
  4. Budget
  5. Project personnel
- e. You can skip all the supporting documents (e.g., 501(c)3 nonprofit determination letter, organizational budget, board of directors, etc.)

**GRADUATE STUDENTS ONLY:** In 1-2 pages, describe how funding for the project described above fits with your larger educational / professional goals.

Submit the funder's guidelines, your proposal, and (if applicable) your graduate paper via Canvas **or** directly to me as an email attachment(s).

Your materials are due by **Friday, March 17, 2023**, the last day of classes.