

ETD 566: Grant Writing for Educational Technology Spring 2009

Saginaw Valley State University

*** Syllabus changes in this color text, on pages 2 and 3 ***

Professor: Fenobia I. Dallas, Ph.D.

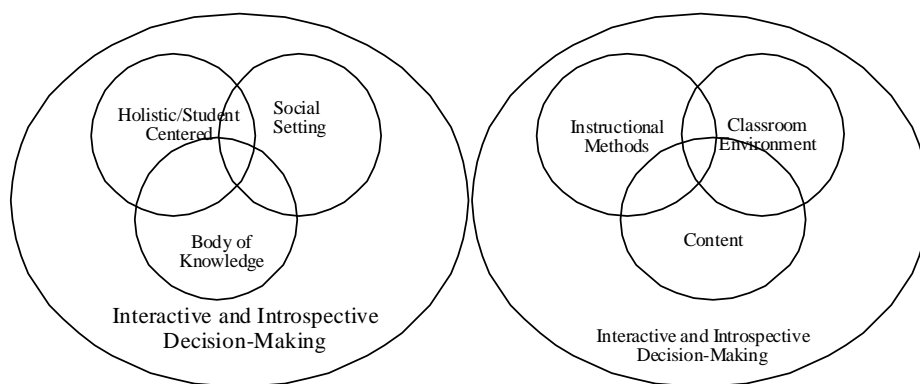
Course Description: This course provides the student with experience writing educational technology grant proposals. Students will examine successful grants, research databases to identify grant sources, develop action plans and practice writing proposals using criteria required by funding agencies. Attention is paid to addressing elements of the grant proposal, as well as grant management to include accountability to fiscal agents and composition of periodic reports.

Office Hours: Please make an appointment if you would like to meet with me. I can be reached by phone, 989.964.4627, or preferably by e-mail, fidallas@svsu.edu. As this is an online course, I do not expect to be in my office, but I will be online.

Course Relationship to Conceptual framework:

Teacher as Decision-Maker – The model of the Teacher as Decision-Maker has been adopted by the ETD department at SVSU and provides a foundation upon which the activities and ideas in this course are based. Within this general model, you will have the opportunity to further develop your analytical and writing skills as they relate to the field of education by having the opportunity to discuss the practical implications of grants, and the political, ethical and technical issues that arise during grant writing and implementation.

The Interactive and Introspective Decision-Making model is presented below:



Course Objectives: After this course, participants will be able to:

- ◆ write elements of a quality grant proposal including:
 - a compelling need statement;
 - clear goals, objectives, and outcomes;
 - well defined methods, procedures and timelines;
 - an evaluation component;

- plans regarding sustainability of activities; and
- budget plans and narrative.
- ◆ demonstrate knowledge of ways to find, and develop relationships with, potential funders.
- ◆ demonstrate an understanding of grant management, and other grant-related responsibilities, should funding be obtained.
- ◆ discuss the political, ethical, and technical issues that arise during grant planning and implementation.

Required Course Materials: We will use the following textbook for the majority of instruction. There may be supplemental, optional readings or websites available—

Nancy Burke Smith and Judy Tremore (2008) 2nd edition. *The Everything Grant Writing Book*. Adams Media: Avon, Mass. ISBN-13: 978-1-59869-633-2.

Teaching Methods: A variety of instructional methods will be used during the semester. Lecturing via online PDF (portable document file) presentations will be one means of instruction – these online presentations will mostly be used for explanation, clarification, or to provide background and context. In addition, online activities (Blogs) and assignments will be used to raise and clarify issues, encourage reflection and provide a basis for discussion of related concepts. **Please note:** The demographics of this class will include some students with virtually no computer experience and some others who have been using technology for years. I will work to accommodate all students. It is up to each student, however, to be proactive in learning technology which is a component of this program.

Course Requirements: This is a graduate-level course, so high quality, well-presented written documents are expected. It is expected that you will complete all readings before their stated due date. Reading beyond the assigned task is recommended and will most likely enhance your understanding of the topic under discussion.

E-mail: All email communication should state your last name and the course number in the subject line. If these are not present, you risk deletion of the message before it is opened. Because of the high incidence of spam and viruses, this is highly recommended.

Homework: You are required to submit your work in digital form. That means you should submit your assignments through V-Space. All files should be saved as RTF, or rich text format, or as PDF, or portable document file. It is important for you to keep two copies of all your work for the class. The second copy is a backup.

VSpace tools: On the In VSpace login page there are some helps listed as linked information under the "Student Support" section. The "Online Student Support" link has tips on the use of VSpace tools. These are some useful tools:

- * Getting Started with VSpace: Tip Sheet | Multimedia Tutorial
- * "My Workspace": Tip Sheet | Multimedia Tutorial
- * Assignment Submission: Tip Sheet | Multimedia Tutorial
- * Discussion and Private Messages: Tip Sheet
- * Understanding Various File Types: Tip Sheet
- * Using the "Save As" Function in Software Programs: Tip Sheet

- * Using Announcements: Tip Sheet
- * Prepare your computer for VSpace: Browser/Plugin Diagnostic Tool

Please be sure to communicate any concerns as soon as possible.

Attendance Policy: During this Spring semester, students are required to participate at least 2 times a week online – this includes reviewing the online presentations, completing activities/assignments, and participating in any discussions.

Academic Honesty Statement: No student shall cheat, plagiarize or facilitate academic dishonesty by another student. Students are responsible for completing all assigned work without unauthorized aid of any kind. If any resources are incorporated into any work, proper citation must be noted, using the correct APA style (if APA is appropriate). Information obtained from the Internet is included in this statement. Failure to comply with the spirit of this statement will result in lost points, at the discretion of the instructor. The SVSU policy regarding copyright is available in the SVSU student handbook, and on-line at www.svsu.edu.

Disability statement: Any students with a disability that may restrict their full participation are encouraged to speak with the instructor or contact the SVSU Office of Disability in Curtis 112 for assistance. <http://www.svsu.edu/disabilityservices/>

Academic Privacy: Comments made during discussion within our online class need to remain within the learning community of this class.

Note: This syllabus is subject to change based on class needs.

Course Assignments and Evaluation: The following are point values for activities/assignments related to this course:

Activity/Assignment	Possible Points
• Introductions	5
• Your proposal ideas and list of potential funders; develop needs statement	10
• Critique of sample grant and Draft 1 of your project proposal: Goals, Objectives, and Outcomes	10
• Critique of sample grant and Draft 2 of your project proposal: Resources and Budget	10
• Critique of sample grant and Draft 3 of your project proposal: Evaluation	10
• Complete Proposal	40
• Blogging/Class discussions	5
• Presentation of executive summary	<u>10</u>
Total:	<u>100</u>

Grading Scale:

A	=	95% - 100%
A-	=	90% - 94%
B+	=	87% - 89%
B	=	83% - 86%
B-	=	80% - 82%
C	=	70% - 79%
D	=	60% - 69%
F	=	less than 60 percent

Assignments

Please see the full descriptions, due dates, and submission procedures at the Assignments area in VSpace.

Spring 2009 – tentative semester plan

Week	Tentative Content Schedule	Presentations/Readings	Assignments
Week 1: Purpose, ideas, sources	<ul style="list-style-type: none"> - Introductions - Review of Course and Syllabus - Overview of the grantseeking process - Developing a grant proposal idea - Finding and Developing relationships with potential funders 	Online presentation - 1 Text: Introduction, Chapters 1-5 Sample: pp. 260-266	<i>Introductions</i> <i>Generating Ideas</i> <i>Your Proposal Ideas and List of Potential Funders</i> <i>Your Needs Statement</i>
Week 2: Research	<ul style="list-style-type: none"> - Determining whether to attend workshops and conference - Letters of Intent and Inquiry - Writing a compelling needs statement - Defining clear goals, objectives, and outcomes 	Online presentation - 2 Text: Chapters 6-12 Sample: pp. 266-271	<i>Critique of sample grant goals, obj. and outcomes</i> <i>Draft 1: Your goals, objectives, and outcomes</i>
Week 3: Resources	<ul style="list-style-type: none"> - Identifying resources - Preparing the budget and budget narrative - Developing your methods and sustainability strategies 	Online presentation - 3 Text: Chapters 13, 15 Sample: pp. 271-278	<i>Critique of sample grant resources component, budget and sustainability</i> <i>Draft 2: Your resources component, budget, budget narrative and sustainability</i>
Week 4: Evaluation	<ul style="list-style-type: none"> - Preparing the evaluation component - Writing the organization background component, obtaining letters of support 	Online presentation - 4 Text: Chapters 14, 16-17 Sample: pp. 278-279	<i>Critique of sample grant evaluation component</i> <i>Draft 3: Your evaluation plan</i>
Week 5: Review, submission	<ul style="list-style-type: none"> - Review and preparing for submission 	Online presentation – 5 Text: Chapters 18-21	
Week 6: Follow-up	<ul style="list-style-type: none"> - Managing the grant – once the proposal is funded 	Text: Chapter 22	
Week 7: Wrap up	<ul style="list-style-type: none"> - Wrap-up 	Text: Chapter 23	<i>Presentations</i> <i>Final Proposal</i>