S603 Grant Writing for Librarians  
SUMMER SESSION II 2014 

Indiana University School of Informatics and Computing  
Department Of Information and Library Science 

Syllabus as of February 10, 2014 - subject to change 

Dates, Times, & Location 
Class will meet at 9 AM July 12, 13th, and 26th in LI001. 

Deadlines 
Proposal Idea Draft: 7 PM Saturday, July 12th  
OBPE Partner Assignment: 7 PM Sunday, July 13th  
Final Proposal Idea: noon Monday, July 14th  
Final Proposal: 11:59 PM Thursday, July 24th 

Instructor Information 
● Virginia Vought, MLS from IUB, former Library Services and Technology Act Grant Consultant for the Indiana State Library, currently directs corporate grantmaking for a medical corporation - $6 million annually  
● Office/Office Hours: I am an adjunct instructor commuting to teach this course. I can meet before or after class by appointment and welcome phone calls, texts, and e-mails.  
● Cell Phone: [REDACTED]  
● Email: v.vought@gmail.com 

Course Description 
S603 introduces students in all fields of librarianship to the nonprofit grant writing process, including both practical pointers and useful theoretical concepts to help make your grant writing efforts a success. As you will discover, there is more to obtaining a grant than simply writing about a worthwhile project. Immediate mastery of the process as a result of this class is not expected; that best occurs through time and experience. But this class should remove some of the mystery and anxiety, instilling confidence that you can handle it! Course session format includes lecture, discussion, in-class exercises, and final assignments. Exercises and assignments are designed to provide you with ample hands-on experience. The final project is a formal grant proposal. 

Note: Grant writing is a valuable, marketable skill, but a dry topic; I work hard to make the class as interactive and engaging as the material allows! 

Course Goals and Objectives 
● To develop awareness of grant seeking as professional development  
● To introduce students to strategic writing and planning  
● To familiarize students with the outcomes-based planning and evaluation process  
● To provide practical experience in completing grant applications and participating in a grant competition  
● To prepare students to enter the workforce with competitive knowledge in grant seeking, writing, and evaluation
**Expectations**

**Accommodation**: Students requiring accommodation due to medical or other conditions should contact the instructor prior to the first class meeting.

**Assignments**: Assignments are designed to give you opportunities to demonstrate a *beginning* knowledge of the course materials and to apply the concepts to real-world scenarios. If you feel that readings or assignments are unclear, please ask for clarification before work is due. All assignments must be completed to pass this course. Also, all assignments must be in 12 pt Times New Roman font.

**Attendance**: With only three (3) course sessions, full attendance is mandatory.

**Incompletes**: Incompletes will not be awarded except under extraordinary circumstances. Any request for an extension—for either an individual assignment or the course—must be made prior to the due date.

**Oncourse**: We will be using Oncourse (http://oncourse.iu.edu) to communicate between class meetings, submit assignments, and post grades. Assistance in using Oncourse is available online at the Oncourse website, as well as at the UITS Knowledge Base site (http://kb.iu.edu).

**Participation**: This course will involve considerable student discussion, participation, and in-class work. Students are expected and encouraged to ask questions about assignments, readings, and lectures.

**Plagiarism**: SLIS, in accord with Indiana University, deals with academic and personal misconduct such as plagiarism according to the procedures in the Code of Student Rights, Responsibilities, and Conduct, available at: http://www.dsa.indiana.edu/Code/. While in actual grant writing, existing text and ideas may sometimes be leveraged in order to replicate worthwhile projects, for purposes of this class, be sure to cite any sources used (e.g., organizational brochures, model grants, etc.). Failure to do so within the context of this class constitutes plagiarism. As a rule of thumb, when in doubt, cite the source!

**Syllabus**: The instructor reserves the right to modify the course syllabus, with notice.

**Grading Policy:**

Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (attendance, punctuality, interaction, in-class work)</td>
<td>44</td>
</tr>
<tr>
<td>Assignment #1: Find a Funder</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #2: Elements of Style</td>
<td>14</td>
</tr>
<tr>
<td>Assignment #3: Piecing Together the Project Statement</td>
<td>12</td>
</tr>
<tr>
<td>Assignment #4: Goals, Objectives, &amp; Activities</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #5: Evaluation Plan</td>
<td>50</td>
</tr>
<tr>
<td>Assignment #6: Grant Review</td>
<td>100</td>
</tr>
<tr>
<td>Final Grant Proposal</td>
<td>500</td>
</tr>
</tbody>
</table>
In-Class Assignments

1. **Find a Funder** (Individual Assignment)
   **Primary Objective:** To demonstrate understanding of the components of a grant opportunity and gain practice in strategically matching a project to a funding opportunity.
   **Instructions:** Search for and explore funding opportunities for your assigned project. Select two excellent funding opportunities and complete the worksheet for each.

2. **Elements of Style** (Individual Assignment)
   **Primary Objective:** To demonstrate understanding of common style errors and gain practice scanning and correcting a grant narrative for common style errors.
   **Instructions:** Rewrite the narrative to eliminate all style errors. You must correct all errors to receive full points.

3. **Piecing Together a Project Statement** (Individual Assignment)
   **Primary Objective:** To demonstrate understanding of the elements of an effective Project Statement and gain practice in identifying these elements and developing them into a summary statement.
   **Instructions:** Select the most compelling and important details from the lists provided and write an effective project statement.

4. **Goals, Objectives, and Activities** (Individual Assignment)
   **Primary Objective:** To demonstrate understanding of the differences between goals, objectives, and activities. To gain practice in designing objectives and activities to fit a stated goal.
   **Instructions:** Using the goal provided, develop two objectives. For each objective, make a list of at least 3 activities. For bonus points, provide additional objectives or activities.

5. **Evaluation Plan** (Partner Assignment)
   **Primary Objective:** To demonstrate mastery of Outcomes-Based Planning and Evaluation vocabulary and gain experiencing in developing an effective evaluation plan for a grant project.
   **Instructions:** With a partner, complete the evaluation plan template for your case study project.

Final Assignments

6. **Grant Review** (Individual Assignment)
   **Primary Objective:** To experience the grant process from the perspective of a grant reviewer and demonstrate understanding of grant proposal components.
   **Instructions:** Complete the review rubrics for three grant proposals, select an overall winner, and write a statement defending your choice.

7. **Grant Project Proposal** (Individual Assignment)
   **Primary Objective:** To demonstrate understanding of best practices in grant proposal writing.
   **Instructions:** Using the application provided, write a formal grant proposal to your assigned funder for your assigned project. Grant narratives will be read, reviewed, and ranked by your peers in an in-class grant reviewing session. Your proposal will compete against those of your classmates for overall winner.

SLIS Standards for Grading
Letter grades have been defined as follows by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science.

Grades are assigned by individual instructors based on a combination of student performance measures developed for each course. Student achievement of course objectives is usually assessed through the use of
multiple performance measures. For example, a combination of several of the following assessment methods is common: examinations, class participation, written assignments and exercises, research papers, or term projects. Other methods, depending on course content and objectives, may include in-class small-group exercises, oral presentations, field-based projects and field experiences, or case study presentations.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failing. Student may continue in program only with permission of the Dean.</td>
</tr>
</tbody>
</table>

Effective Fall 2010: No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any SLIS degree. Any required course on which a grade lower than B- is received must be repeated; an elective course in which an unacceptable grade is earned need not be repeated, but it may be repeated or another course must be taken in its place. Repeating a course in which the student received an unacceptable grade or taking another in its place does not remove the credit points for that course from a student's cumulative grade point average. All grades achieved in SLIS courses will be counted in the SLIS and IU GPA. Because a minimum GPA of 3.0 (B) is required for graduation, any grade below B must be balanced by another sufficiently above B to keep the GPA at the 3.0 level.

**Academic Honesty**

This course will follow Indiana University and School of Library and Information Science policies on academic dishonesty. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the course. For further information, please see the Code of Student Ethics at [http://campuslife.indiana.edu/Code/index1.html](http://campuslife.indiana.edu/Code/index1.html).

**Statement for 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 contact IU Disability Services for Students [http://studentaffairs.iub.edu/dss/](http://studentaffairs.iub.edu/dss/).