SOCW 6393-001: Special Topics in Grantwriting, Fall, 2016

Instructor(s): Dr. Richard (Rick) Hoefer

Office Number: SOCW Building A, Room 214

Office Telephone Number: I have no office phone number: please email.

Email Address: rhoefer@uta.edu

Faculty Profile: https://www.uta.edu/profiles/dr-richard-hoefer.

Office Hours: By appointment

Section Information: SOCW 6393-001

Time and Place of Class Meetings: SOCW Building A, Room 308, Thursdays, 11:00-1:50

Description of Course Content: Prepares students for identifying, planning, collaborating, writing, budgeting, and submitting grants.

A. Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Demonstrate knowledge of a wide array of federal and foundation grant sources;
2. Interpret grant program announcements;
3. Plan grant writing strategies;
4. Match intellectual interests with appropriate sponsor research areas;
5. Demonstrate an understanding of key elements in research design and methods that are sought by sponsors;
6. Develop and justify grant budgets;

Note: The course instructor reserves the option to modify the course syllabus throughout the course by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modifying assignments or making substitutions so long as course objectives are met and the overall grading criteria are maintained. The instructor may assess the class members’ understanding of the course content at any time by administering an unannounced quiz or other evaluation, which will then be averaged into the final grade.

Required Textbooks and Other Course Materials:
The required textbook for the course is

You have a choice:

- You may purchase the book (through Amazon will be quickest) OR
- I am giving you access to pdf files of the book chapters. These files may not be exactly like the printed version, but they will be close. You may print it off for your own use. By the time you print it off, you may find it less expensive to just purchase the book. **IT IS KINDLY REQUESTED YOU DO NOT SHARE THIS COPYRIGHTED MATERIAL. I AM PROVIDING IT TO YOU FREE BECAUSE YOU ARE IN THIS CLASS.**
August 20-2017
You can get the following book too: It is “okay” but not that good, so that’s why it isn’t required.


Attendance: I expect you to attend whenever possible and be ready to participate by doing reading, viewing, responding, posting, etc. ahead of class.

Descriptions of major assignments:

List of 10 possible grant sources: Due Sept. 14 (30 pts.)
Each student will turn in a list of 10 possible grant sources for your dissertation topic. These should be a mix of foundation and government sources. List the organizations, name of grant competition, location of information (url), and when the proposal is due. Rank order these in terms of how well they meet your needs, with 1 being the best fit, and 10 being the worst (but still okay).

Concept Paper. Due Sept. 28 (50 pts.)
Following the information in the course about concept papers, develop one of no more than 4 pages.

Grant Proposal Due for Review by Another Student: Due Nov. 9 (0 points).
This needs to be a draft that you give to another student so the other student may critique it. You must provide a copy of the announcement. You only need to turn in the needs assessment, solution, logic model, evaluation, and budget sections.

Review Feedback: Due Nov. 16 (50 pts. total)
Students will review the work of another student in order to provide a clear critique and scoring of the proposal. Final details of the review process will be provided in class. In the past, each paper was reviewed by a team of 2 fellow students. Each student scored two proposals and had their proposal scored by two others. The point here is to be as helpful as possible by being as nitpicky and difficult as possible. Your grade will depend on the depth with which you (legitimately) critique the draft proposal.

This is how it worked in the past: Each student had the following responsibilities:
- Read the assigned other person’s draft work
- Using specific evaluation criteria provided in the RFP the other person is responding to (if available), in addition to information provided throughout the course, provide constructive feedback to other members
- Come to a consensus score with your fellow reviewer for each proposal reviewed
- Provide a copy of the group consensus rating and comments to the other group and to the instructor.

The grade on this assignment will be based on participation in this process as well as the quality of feedback provided to fellow class members. Each member of the team will be assessed by the other member of the group regarding preparation and participation.

Final Services Grant Application: Due Nov. 30: (100 points)
Reflection Paper on Grant Scoring and Review and the Class as a Whole (Due Dec. 7) (20 points)

After participating in the grant scoring and review exercise, students will reflect on key lessons that you learned by both giving and receiving feedback. This 2-page paper will include perceptions about how this ultimately changed your proposal as well as general impressions about what you learned by reviewing others’ proposals. Be sure to discuss how the group process went while you deliberated on the scoring of the proposal and the use of the feedback your group received.

Grading:
Total = 250 points
A = 90-100% (225-250 points)  D = 60%-69% (150-174 points)
B = 80%-89% (200-224 points)  Fail = 59% points or fewer ( < 150 points)
C = 70%-79% (175-199 points)

Make-up Exams: No exams are given in this course, so no opportunities for make-up exams exist.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aao/faq/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge
to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located near the front of the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start...
Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza

Course Schedule
“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course”. –Dr. Richard Hoefer”

<table>
<thead>
<tr>
<th>Week and Date*</th>
<th>Topic(s)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24, Wk. 1</td>
<td>Introduction to Course “Flipping the Classroom” What is Grantwriting?</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Aug. 31, Wk. 2</td>
<td>Writing Grants and YOU FINDING GRANTS at UTA, GUEST SPEAKER: Holli Slater, UTA SSW</td>
<td>Hoefer: Ch. 1: Grantwriting and YOU! Optional: G&amp;L: Ch. 1: Why Write a Grant?</td>
</tr>
<tr>
<td>Sep. 7, Wk. 3</td>
<td>Finding Foundation Funding Sources (for dissertations and research) Finding Government Funding Sources (for services, dissertations, and research)</td>
<td>Hoefer, Ch. 3 Finding Foundation Funding Sources Hoefer, Ch. 4: Finding Government Funding Optional: G&amp;L: Ch. 2: Becoming Familiar with Funding Sources</td>
</tr>
<tr>
<td>Sep. 14, Wk. 4</td>
<td>Developing Your Concept Paper</td>
<td>See the materials in this week’s BlackBoard OPTIONAL: G&amp;L: Ch. 3: Developing Your Ideas</td>
</tr>
<tr>
<td>Sep. 21, Wk. 5</td>
<td>Developing Your Concept Paper: discussion and work in class.</td>
<td>See Blackboard materials</td>
</tr>
<tr>
<td>Sep. 28, Wk. 6</td>
<td>Developing a Services Grant: Choose a RFP; form groups: start analyzing RFP</td>
<td>See Blackboard materials</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Reading Material</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 5, Wk. 7</td>
<td>Developing a Services Grant: Needs Statement</td>
<td>Hoefer, Ch. 5 Uncovering Need in Your Community</td>
</tr>
<tr>
<td>Oct. 12, Wk. 8</td>
<td>Developing a Services Grant: Developing a Solution</td>
<td>Hoefer, Ch. 6 Finding and Creating Evidence-based Programs</td>
</tr>
<tr>
<td>Oct. 19, Wk. 9</td>
<td>Developing a Services Grant: Logic Models and Evaluation</td>
<td>Hoefer, Chapter 7 Logic Models</td>
</tr>
<tr>
<td>Oct. 26, Wk. 10</td>
<td>Developing a Services Grant: Program Implementation Planning and Budgeting</td>
<td>Hoefer, Ch. 9: Program Implementation Planning</td>
</tr>
<tr>
<td>Nov. 2, Wk. 11</td>
<td>Agency Capacity and Capabilities and Final Details</td>
<td>Hoefer, Ch. 11 Agency Capacity and Capabilities</td>
</tr>
<tr>
<td>Nov. 9, Wk. 12</td>
<td>Debriefing: You’ve got your proposal draft done, now what?; Starting to review proposal</td>
<td>Post draft of proposal and RFP to another person for their review</td>
</tr>
<tr>
<td>Nov. 16, Wk. 13</td>
<td>Complete review of other person’s draft: Turn in within BlackBoard and email copy to reviewer</td>
<td>Review Team Feedback Due</td>
</tr>
<tr>
<td>Nov. 23, Wk. 14</td>
<td>NO CLASS: UNIVERSITY HOLIDAY</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Nov. 30, Wk. 15</td>
<td>Grant Proposals Due</td>
<td>Proposals Due</td>
</tr>
<tr>
<td>Dec. 7, Wk. 16</td>
<td></td>
<td>Reflections Paper Due</td>
</tr>
</tbody>
</table>

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381