

Grants in the Public Sector PAD 6934



CRN: 51222

Professor: Dr. Dumont

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Classroom: 51/1201

Class meets: In class: May 9, 14 (at Sulzbacher Village), 21

June 11, 13, 18 (Finalized Grant Due)

Online: on [Canvas](#)

Office hours: In office: Before F2F class from 3:00 pm – 5:30 pm; and by appointment

On [Skype](#): @GetteinJax (message me informing me who you are so I accept your request)

On [Twitter](#): @DrGDumont

“Education is not the learning of facts, but the training of the mind to think.” – Albert Einstein

Course Summary

Nonprofit revenues are derived from many different sources: contracts, fundraising, fees, and grants. While the revenue mix differs between nonprofits, most do receive (or attempt to receive) grant funding. This course will be very hands-on; each student will write his or her own grant for a local nonprofit: Sulzbacher. Students will complete the course with the ability to add grant writing to your skill-set.

Course Objectives

Upon completion of this course, students will have completed a grant application (and hopefully it will be awarded to the organization!):

- Possess the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline in an orderly and understandable manner.
- Understand how to lead and manage in public governance.
- Analyze, synthesize, and think critically.

Students will also develop and hone skills throughout the course that will enable them to:

- Know how to find and research grant opportunities
- Develop a logic model to base the justification a program to funders
- Evaluate program effectiveness and its budget

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Course Materials

Required Course texts:

- Hoefer, Richard (2017). *Funded! Successful Grantwriting for Your Nonprofit*, New York, NY; Oxford University Press.
- Relevant current news articles that will be discussed will be posted in the Facebook group UNF NP Concentration/Certificate: <https://www.facebook.com/groups/197251970311828/>. If you have a Facebook account, please request to join this group to be able to participate.
- All other readings and videos are available online through the UNF library or Canvas.
- Also, please follow my Twitter feed (@DrGDumont). There are links to relevant nonprofit stories as well as the daily publication of *Jax Nonprofits* online newspaper.

Recommended Materials:

- Follow [The Chronicle of Philanthropy](#), [Nonprofit Quarterly](#), and [The Nonprofit Times](#)

In addition to the texts, students are **required** to become familiar with [Canvas](#) during the first week of class. This site will be utilized for hosting lectures, videos, discussions, important course announcements, student grades, other course materials as well as a tool for you to communicate with your classmates and me. Your section drafts and finalized grant application will also be submitted through Canvas. If you have any problems doing this, please contact the [ITS help desk](#).

As your student email account is the one I can contact you through Canvas, you need to make sure that you can access that account. I am well aware that many of you choose to use a different account, but you will need to at the very least, have your student email forwarded to the email address you normally use. If you do not know how to do this, please look into it.

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Instruction / Learning Methods

This is a highly interactive course that incorporates various teaching media including the textbook, PowerPoint notes, lectures, videos, articles, online learning modules, and peer discussions. As with all summer graduate courses, expect to dedicate about 12-20 hours of study per week into this course. The student-centered nature of online learning requires students to be actively involved with and take more responsibility for their own learning. This hybrid course is asynchronous (students may log into Canvas at any time to complete course work). However, students must participate in course discussions and submit work by the deadlines outlined in the course schedule.

Professional Interactions

Be respectful and professional when you communicate with me, especially through email. Use this general “professional rule” when you email anyone in a professional setting (anyone who is not your friend or family member). General Rule: Use a greeting and address the person with his or her formal name (based on education) and conclude with a closing and your full name. In a university setting, you should address your instructors as “Dr.” or “Professor” and then last name. You may call me “Dr. Dumont” or “Professor Dumont.” You should also always spell check, edit for grammar and punctuation, etc. I suggest you use these guidelines for all of your courses at UNF and other professional experiences. Additionally, your professors at UNF teach more than one course, so you should specify (either in the subject or the body of the email), which course your question is in regard to.

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Course Format

The lecture for each online class week will be available on Canvas by Thursday afternoon. It is highly advisable to complete the readings prior to watching the lectures in order to integrate the material. Once the readings and lectures are completed, students will participate in class discussions on Canvas.

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Weekly Overview

	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Sun.
Assignment Due Days	<i>Drafts Due 11:59 pm</i>	Start of a new topic	<i>Initial Post due 11:59 pm</i>			<i>Replies Due 11:59 pm</i>	

Discussion Board: 30% (50 points maximum per module; 150 maximum points for semester)

The discussion board for each week will be sent up in the following format: and area for *general questions* about Sulzbacher, its programs, budget, evaluation, etc. You are all expected to engage in this discussion board to provide each other clarity when it comes to writing your grant.

There are required threads where I pose some *text questions* about the readings for you to answer. You will see your classmates' posts once you have submitted your post. Reply to one of them to engage in a discussion, totaling at least two posts per module. The purpose of these discussions will be for you to demonstrate to me that you are able to apply the concepts. You will be expected to participate in this discussion board in all 3 weeks of online course work. These are the posts you will be graded using the rubric.

Class Participation – 10% (50 points)

This class will meet six times during the semester: May 9, 14, 21 June 11, 13 18. You will be expected to be at each meeting and to engage with the material and your classmates.

Three drafts – 30% (150 points, 100 each memo)

Students will submit a draft of all grant sections relating to the specific week's topic. The purpose of the draft is to receive feedback prior to the final submission of the grant.

These drafts will be due prior to 11:59 pm on the Monday the week the assignment is due, which is noted in the Class Schedule section of the syllabus. As noted above, it will not be accepted if uploaded late.

There are absolutely no exceptions to the submission requirements.

Final Grant – 30% (150 points)

Written: 100 points

The final is the grant that you are working on for Sulzbacher, and the in-class discussion.

Oral: 50 points

When we meet for the final class, I will lead the discussion about the grant writing process and your experience in this course.

Final memos must be uploaded to Canvas by Wednesday, June 17, 11:59 pm.

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Calculation of Grades

The following is a breakdown of how the grades will be determined:

Class participation	10%	(50 points)
Discussion board posts	30%	(150 points)
Section drafts (50 pts each)	30%	(150 points)
Final grant	30%	(150 points)
	100%	(500 points)

The grading scale is as follows:

A	470 – 500; A- 450-469
B+	435-449; B 420-434; B- 400-419
C+	385-399; C 360-384
D	300-359
F	< 300

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Class Schedule: * (note that each week starts on a Thursday)

Week	Date	Topic	Assignments	Initial post	Reply	Draft
1	5/9	Introductions				
	5/14	Sulzbacher Village	Online readings/videos			
2	5/16	Getting started	Chapters 1-4	Your fit for grant writing assessment		
	5/21*	Module 1 - Preparation	Chapter 5	5/22		
3	5/23	cont.	Online readings/videos		5/25	5/27
	5/28	Module 2 - Data	Chapters 5-7	5/29		
4	5/30	cont.	Online readings/videos		6/1	6/3
	6/4	Module 3 – Eval. and Budget	Chapter 8-10	6/5		
5	6/6	cont.	Online readings/videos		6/8	6/10
	6/11	Module 4 - Capacity	Chapters 11 & 12			
6	6/13	Wrap up in class	Bring working grant			
	6/18	FINAL	Completed Grant			

Dates in BOLD denotes in-class meetings, 6:10 – 9:40 pm.

* Module 1's discussion board posts due dates are closer together than Modules 2 and 3




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Discussion Board Rubric

Discussion Board Rubric				
Criteria	Ratings			Pts
Content	Post demonstrated a mastery of the concept. Post was linked to the course readings. Post included a current event example to demonstrate a connection between the concept and modern governing. 25 pts	Post addressed topic, but did not make connection to readings. Post lacked a mastery understanding of the topic. 15 pts	Post did not connect to readings or the topic. Post was based on opinion. Post lacked substantive content. Post did not raise questions or make comments that illustrate mastery of course concepts 0 pts	25 pts
Writing	Post was clearly written with no grammar or spelling mistakes. Post was clear to understand. 25 pts	Post had a couple misspellings and/or grammar mistakes. 15 pts	Post had many misspelling, poor grammar, and 'texting' acronyms/words. 0 pts	25 pts
Total Points: 50				

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Class Participation Rubric

Participation Rubric   					
Criteria	Ratings				Pts
Quality of comments	Illustrates complete to near mastery of concepts. Is able to apply concepts. 40.0 pts	Illustrates partial mastery of concepts. Is able to apply the concepts. 20.0 pts	Rarely raises questions or demonstrate mastery of core concepts. Is not able to apply core concepts. 10.0 pts	Does not raise questions or illustrate an understanding of core concepts. Is not able to apply the concepts. 0.0 pts	40.0 pts
Attendance	Perfect attendance. 10.0 pts	Near perfect record of attendance. 5.0 pts	Good record of attendance. 3.0 pts	Below-average record of attendance 0.0 pts	10.0 pts
Total Points: 50.0					

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Class Policies

Attendance: There is a strong positive relationship between attendance/participation and student performance. Participation affords you the opportunity to ask questions and learn from your fellow students. Attendance will be taken at the beginning of each class.

If you need any more clarification, please let me know.

Tardiness: I expect all students to be in class on time and remain in class for the duration of the discussion. If you are late, you will be marked absent. I am well aware of the parking situation on campus, however you need to plan accordingly. Waiting for a parking spot is not an excuse. There is plenty of parking in the outer lots and bussing to the campus core is available.

Early Dismissal: Do not leave a class early unless you have informed me prior to the beginning of that class that you need to leave. If you leave early, I will mark you absent for the whole time unless you have received prior approval.

Decorum: I expect professional decorum at all times. I expect all students to show each other respect and debate in a professional manner. Ad hominem are NOT allowed. This is a class where emotional issues will be discussed at times. I will not tolerate students attacking each other, verbally or otherwise, over their views. Perspectives, and others' responses to them, need to be based on data, not ideology or beliefs. If you do not know the data, research it before class and be ready to provide the source of the data (e.g. census bureau, text book, etc.).

Recordings: You are not allowed to record a lecture without my prior written approval.

Late assignments/make-up exams: I do not accept late work. If you have a situation that requires an exception, you must notify me well in advance for consideration. On the rare occurrence where granted, the assignment will be deducted one letter grade for each day it is late.

Assignments: All assignments are due by the listed due date and time. There are NO EXCEPTIONS! Extra credit and opportunities to redo assignments will not be granted.

Communication: My contact is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day. When emailing me, you can expect a response within 24-hours, Monday through Friday. I make every attempt I can to NOT be online on weekends. That said, it is best to contact me during the week with any questions. If you do not get a reply within the set 24-hour period, please try again, as some emails get lost or end up in the wrong folder.

Academic Dishonesty: Cheating, through any means, will not be tolerated in this course. You are not only cheating yourself (any wasting your money), it is unfair to students who do not seek an 'easy' way to obtain their desired grade. The followings statements are from UNF's Catalog (<http://www.unf.edu/catalog/catalog.aspx?id=15032403681>).

Course Content

A course may deal with subjects, issues, or perspectives to which some might object. Such objections will not exempt a student from course requirements. The University of North Florida stands behind the right of its instructors to include material that is challenging in any number of ways. The faculty urges students to discuss any concerns they might have concerning the content of their courses with their instructors.

Claiming One's Own Work

Each student is honor-bound to submit under his or her name or signature only his or her own work; to fully acknowledge his or her use of any information, ideas, or other matter belonging to someone else, and to properly document the source in question; and to offer for credit only that work which he or she has completed in relation to the current course.

Violations of Academic Integrity

Under this heading the University of North Florida Student Handbook identifies several types of violations; these include but are not limited to: cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action. Possible action includes, but is not limited to, failing the student on the work in question, failing the student for the course, notifying the appropriate academic dean or Vice President for Student Affairs, and requesting additional action be taken.

The consequences of a breach of academic integrity may result in an F, which is unforgivable, regardless of withdrawal status. To view the Student Handbook, [click here](#).

To ensure equity in the grading process, I make every effort to catch students who are being dishonest. Odds are I will catch you.

Disabilities: Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 10, Room 1201. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. For further information, contact the DRC by phone (904) 620-2769, email (r.dubberly@unf.edu), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

Military and veteran students may need both physical and academic accommodations. Contact Bob Buehn, Director of Military and Veterans' Resource Center by phone (904) 620-2655, or by email at robert.buehn@unf.edu.

Obligations: I expect you to be in class on time and prepared. This means to make sure you have completed the readings before the discussion. You should be ready to answer questions about the chapter and current affairs. If you have any questions or concerns, please let me know. I will make myself available to help you outside of class or office hour times if necessary.

Department of Political Science and Public Administration website: Students are *strongly* encouraged to visit the political science department's website for information. This site is up-to-date with information that will assist students in contacting faculty and staff, exploring graduate studies, researching career options, and accessing important details related to undergraduate programs and activities. For important information on the Department of Political Science and Public Administration, please visit: <http://www.unf.edu/coas/pspa/>

UNF's MPA Nonprofit concentration and Nonprofit Graduate Certificate program has a Facebook group to share information (<https://www.facebook.com/groups/197251970311828/>). If you use Facebook, please join the UNF NP Certificate group to receive updated information and opportunities.

Student Obligations:

I expect you to be prepared. This means to make sure you have completed the readings before the discussion. You should be ready to answer questions about the readings and current affairs. If you have any questions or concerns, please let me know. I will make myself available to help you outside of my office hours if necessary.

Professor Obligations:

- I will review and respond to email messages daily. You should have an email response within 24-48 hours. My contact is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day (ok, well maybe I am, but I'm not telling). When emailing me, you can expect a response within 24-48 hours, Monday through Friday. I make every attempt I can to NOT be online on weekends (but I usually fail miserably. Still, I am working on this). That said, it is best to contact me during the week with any questions. Plan your time accordingly. If you do not hear from me within 48 hours, email me, call me, FB message me or Tweet me to let me know you are trying to get in touch with me. There are times when student emails go into my junk folder.
- For consistency, I will review and grade all students' drafts and discussions after the due date. I will submit the grades for assignments on the same day. I will not check or grade work before the deadline.
- I will provide you with detailed feedback on your memos. Check through "my grades."
- I will notify students of any changes or updates in the course through ANNOUNCEMENTS.
- I will use the ANNOUNCEMENT function on Canvas to regularly communicate and provide additional resources and information as they become available.
- I will provide evaluation criteria and specific directions for all course assignments (in this syllabus).
- I will provide the PowerPoint slides to compliment and add the chapters and augment learning. (Note: The PowerPoint slides are NOT enough to complete the grant or discussions.)
- I will be available for online office hours daily via Skype. I am also available on the phone and in person. I welcome the opportunity to help you!

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Some writing tips...

Please read through each, and follow the link for more clarification. The links are pretty fun, so I would follow them to see where they go...

Grammar

- [Restrictive versus unrestrictive clauses. Here is a great link when and how to use which v that: <http://grammar.quickanddirtytips.com/which-versus-that.aspx>]
- [Improper semi colon use. See <http://theoatmeal.com/comics/semicolon> for a good (and humorous) summary]
- [Use 'who' when referring to people and use 'that' when referring to things. Here is a link that goes into more detail: <http://grammar.quickanddirtytips.com/who-versus-that.aspx>]
- [Wrong form. They're v there v their. See <http://englishplus.com/grammar/00000256.htm>]
- [Here is a great link on when to use affect v effect: <http://grammar.quickanddirtytips.com/affect-versus-effect.aspx>]
- [Here is a good link for when to use 'a' and when to use 'an': <http://grammar.quickanddirtytips.com/a-versus-an.aspx>]
- [Pronouns refer to the noun that immediately precedes them. See <http://www.grammarbook.com/grammar/pronoun.asp>]
- [Spell out single digit numbers. Here is a good link about writing numbers: <http://www.grammarbook.com/numbers/numbers.asp>]