**Reading for Writers II (Second Genre)**

The rationale for this course is the same as that for Reading for Writers I. However, depending upon the student’s individual background and choices of genres, the second genre may be less familiar to the student and, therefore, may require extra attention. Under the guidance of a professional writer in the genre, each student will develop a substantial reading list of books with which the student should be familiar.

**Student: Samantha Salazar**

**Faculty Member:** Penny Guisinger

**Course Number:** WRT537-04

**Semester and Year:** Spring 2024

**Credit Hours:** 4

**Subtitle for Course:** An Introduction to Grant Writing

**Course Description**: This guided, self-designed course provides the writer with a foundation of readings in the genre. Under the guidance of a professional grant writer, the student will develop a reading list of books and materials in the field. The course will also focus on the components of successful grant writing for the nonprofit sector. A variety of grant types (private, public) will be examined and explored to determine what makes them effective in terms of making a compelling ask of various funding sources. Use of writing tools such as storytelling, well-built narratives, and persuasion will be central to the course. Further, the course will consider equity and ethical issues that come up in the profession of grant writing, nonprofits, and philanthropy.

**Learning Objectives:** At the conclusion of the course, the student will:

* Be fluent in the various components of what makes up a grant request and the differences between public and private grant requests
* Have an understanding of the specific writing techniques employed in grant writing
* Have increased awareness of how equity, ethics, and power dynamics are part of grant making and philanthropy

**Requirements:** List specific requirements for completion of the course

* The student will read selections from two books, multiple blogs, reports, articles, and actual grant proposals. The student will also watch multiple videos relating to the field.
* After each reading or watching assignment, the student will complete approximately 2.5 pages of responses each week.
* After reading provided grant proposals, the written responses will include an analysis of how they are different at the macro and micro levels.
* Every two weeks, the student will meet with the instructor via zoom to discuss the readings and her responses.

**Reading List**:

**Books:**

The Only Grant-Writing Book You’ll Ever Need by Ellen Karsh and Arlen Sue Fox

The Artist’s Guide to Grant Writing by Gigi Rosenberg

**Videos:**

[Bridging the Nonprofit and Funding Source Communication Gap](https://www.youtube.com/watch?v=KLQJoz24UKs)

[4 Reasons Why A Grantwriter Can’t Get Paid On Commission](https://www.youtube.com/watch?v=X6l-jjvmCEo)

[Why Grants Should Be Eliminated](https://www.youtube.com/watch?v=X6l-jjvmCEo) with Vu Lee

**Reports/articles:**

[Grantmaking with a Racial Justice Lens](https://racialequity.org/wp-content/uploads/2020/11/GWARJL_15_0903.pdf)

<https://nonprofitquarterly.org/the-community-reinvestment-movement-ponders-its-future/>

<https://nonprofitquarterly.org/community-driven-philanthropy-giving-away-assets-not-grants/>

<https://nonprofitquarterly.org/some-funders-experiment-with-genius-model-replacing-grants-with-awards/>

**Blog:**

Nonprofit AF (selections from)

Foundation Blog: <https://resources.foundant.com/blog/adjusting-the-grantmaking-process-to-address-equity-and-inclusion>

National Committee for Responsive Philanthropy:

<https://www.ncrp.org/bloghttps://www.ncrp.org/bloghttps://www.ncrp.org/bloghttps://www.ncrp.org/bloghttps://www.ncrp.org/bloghttps://www.ncrp.org/blog>

**Websites:**

Grants.gov, Grants 101

<https://www.grants.gov/web/grants/learn-grants/grants-101.htmlhttps://www.grants.gov/web/grants/learn-grants/grants-101.htmlhttps://www.grants.gov/web/grants/learn-grants/grants-101.html>

**Grants (provided by Penny):**

* Private foundation grant (general fund)
* Private foundation grant (project fund)
* Artist grant
* State funding request
* Federal grant

**Interactions:**

* Responses to the reading will be due every two weeks.
* Feedback will be delivered in a zoom meeting one week later and then emailed.

**Evaluation:**

The instructor will review each submission and provide constructive feedback within one week as described above. Grading will be determined by meeting all deadlines and the quality of the work. Each written (or other required) response to reading and/or materials will be graded and equally valued for a final grade at the end of the semester.

### **Grading Breakdown**

|  |  |
| --- | --- |
| **Course Requirements** | **Percentage or Points** |
| **Reading and written reflections** | **30%** |
| **Engagement with and demonstrated understanding of the material** | **30%** |
| **Draft of grant proposal (final project)** | **30%** |

### 

### 

### **Letter Grades**

|  |  |
| --- | --- |
| **Letter Grade** | **Range** |
| **A** | **100% to 94%** |
| **A-** | **<94% to 90%** |
| **B+** | **<90% to 87%** |
| **B** | **<87% to 84%** |
| **B-** | **<84% to 80%** |
| **C+** | **<80% to 77%** |
| **C** | **<77% to 74%** |
| **C-** | **<74% to 70%** |
| **D+** | **<70% to 67%** |
| **D** | **<67% to 64%** |
| **D-** | **<64% to 61%** |
| **F** | **<61% to 0%** |

**Calendar of Due Dates**

|  |  |
| --- | --- |
| **Due Date** | **Assignment** |
|  | * Student/instructor meeting |
| 1/30/24 | * Read Karsh: Funders roundtable and Part 1, (pp 1 - 118) * Write 3 - 5 page reflection |
|  | * Student/instructor meeting |
| 2/13/24 | * Read Karsh: Part 2 (pp 119 - 247) * Write 3 - 5 page reflection |
|  | * Student/instructor meeting |
| 2/27/24 | * Read sample grants provided by instructor:   + Federal grant   + Private foundation grant for project funds   + State grant * Write 3 - 5 page reflections noting differences and similarities. Remember to approach it like a writer: how are these written differently? Style? Tone? Language? Approach to storytelling? |
|  | * Student/instructor meeting |
| 3/12/24 | * Read Rosenberg pp 1 - 106 * Write 3 - 5 page reflection |
|  | * Student/instructor meeting |
| 3/26/24 | * Watch video: [Four Reasons Why Grant Writers Can’t Get Paid on Commission](https://www.youtube.com/watch?v=X6l-jjvmCEo) * Read report: [Grantmaking with a Racial Justice Lens](https://racialequity.org/wp-content/uploads/2020/11/GWARJL_15_0903.pdf) * Write 3 - 5 page reflection |
|  | * Student/instructor meeting |
| 4/9/24 | * (Optional) Watch video: [Why Grants Should Be Eliminated](https://www.youtube.com/watch?v=X6l-jjvmCEo) with Vu Lee (40 minutes) * Read blog posts:   + [If Nonprofits Were Brutally Honest](https://nonprofitaf.com/2018/02/answers-on-grant-proposals-if-nonprofits-were-brutally-honest-with-funders/)   + [Beyond the Snowflake…](https://nonprofitaf.com/2023/09/beyond-the-snowflake-report-a-case-against-financial-and-outcomes-accounting-tailored-to-individual-donors-and-funders/#more-8426)   + [Crappy Funding Practices](https://nonprofitaf.com/2023/05/join-the-movement-to-end-crappy-funding-practices/#more-8319)   + [Character Limits](https://nonprofitaf.com/2021/08/we-need-to-have-a-serious-talk-about-character-limits-on-grant-applications/#more-7386)   + [Crappy Paradoxes](https://nonprofitaf.com/2020/08/9-crappy-paradoxes-that-shape-nonprofit-and-philanthropy/#more-6746) |
|  | * Student/instructor meeting |
| 4/23/24 | * TBD |

**Plagiarism**

Plagiarism and other forms of academic dishonesty are serious academic offenses and will be treated as such in this course. Please familiarize yourself with the university’s policy on plagiarism in your academic catalog and/or student handbook. Plagiarism is the use of another writer’s words or ideas without acknowledgement of their source. The penalty for plagiarism will be course failure and will be reported to the appropriate Dean(s) and other university officials.

**Department of Creative and Professional Writing Policy on Academic Honesty**

The Department of Creative and Professional Writing follows the University guidelines regarding academic honesty and issues of plagiarism, which are available in the catalog on the University website at <https://www.wcsu.edu/catalogs/undergraduate/academic-services-procedures/>.

In the specific context of writing, we highlight some particular problems with plagiarism. Plagiarism violations include:

* Submitting material that is not one’s own. This includes the use of any artificial intelligence tool for composing any assignment.
* Using material – words and/or ideas – directly from a source without proper citation and attribution.
* Submitting a project written for one course, past or present, as new material in another course without the explicit permission of the instructor.

To emphasize: the use of artificial intelligence or other text generators for any assignment is prohibited in all Writing courses. Using ChatGPT or other similar tools to "get started" is a violation of this policy.

**Accommodations**

Any student who needs accommodations of any kind to complete this course may make arrangements through AccessAbility Services, [http://www.wcsu.edu/accessability/,](http://www.wcsu.edu/accessability/) (203) 837-8225.