Grant Writing for Language Sustainability
Fall 2014 ~ Online Class
UNST 421, 6 credits

Instructor:
Nariyo Kono, Ph.D.
University Studies &
Center for Public Service, Hatfield School of Government
Portland State University
Office Hours: Mondays 10–12 and/or By Appointment (through Google Hangout or Skype)
Email: nariyo@pdx.edu

Course and Project Description

Students in this capstone will partner with the Warm Springs Tribal Language Program to support their language sustainability efforts in the community. This service-learning class offers step-by-step guidance on how to write a grant proposal which will match the tribal language program goal. All through this process, the students will learn the language diversity and sustainability issues within this partner community and beyond. This class uses an experiential approach, which includes a short reflection assignment for our own heritage language situation. General class instruction is exclusively online, and the students in this capstone are strongly encouraged, as a class goal, to create and participate in the healthy online community.

Community Partner

The Warm Springs Tribal Language Program, against all odds, remains dedicated to maintaining and revitalizing their three tribal languages. Two out of their three tribal languages are now spoken by people who learned their languages as heritage/second language. Their last living language is spoken by about 50 fluent speakers, who are 60 years old and above. This capstone class will learn about their work and support their fund-raising efforts by providing an appropriate and useful grant proposal.

Partner Website:
http://www.warmsprings.com/

Course Learning Outcomes

This capstone provides learning opportunities addressing both the course and University Studies goals of **communication, critical thinking, appreciation of diversity and social responsibility (please see the University Studies Goals).**

By the end of the course, Capstone students will be able to demonstrate their understanding of Language Community Context (B) through the Grant Proposal Writing (A).

A. Grant writing skills

- aligning project goals with language community needs [communication]
- developing fundable project ideas through research and communication [critical thinking]
- budget planning [critical thinking]
- editing & modifying a proposal [communication]
- working collaboratively with classmates and community partners [communication]

B. Language community context
- understanding Indigenous and Heritage Language policies [appreciation of diversity]
- understanding individual & social factors which promote/inhibit minority languages [critical thinking]
- understanding factors related to language choice and language use among social groups [appreciation of diversity]
- reflecting on one's own heritage as a vehicle for engaging in language maintenance [critical thinking]
- learning how to contribute to a community (a Native community, for example, even as a person who may not be from the community) [social responsibility]

(Note: UNST goals associated with a given course goal are given in brackets after each course goal. The goals assigned here represent initial UNST goal each component covers, but as students' knowledge deepen multiple UNST goals will be addressed.)

C. All of the students in this capstone will create and positively participate in our online community as a class goal all through the class process and activities.

Textbooks and Resources

Required Text
Tori O'Neal-McElrath (2013). Winning Grants Step by Step. Jossey-Bass, 4th Edition. E-book is available through PSU Library: Here is the link: http://portlandstate.worldcat.org/title/winning-grants-step-by-step-the-complete-workbook-for-planning-developing-and-writing-successful-proposals/oclc/861081079. Then click on the link that says "Connect to this ebook" in the middle of the page.

Required Videos (Online Information Available in D2L)
- A Century of Genocide in the Americas: The Residential School Experience (2002)
- E Ola Ka Olelo Hawaii: The Hawaiian Language Shall Live (2007)

(NOTE: Other Required Online Readings to be announced through D2L.)

Additional Grant Writing Resources (Library Reserve)
- Howlett, S. (2011). Getting Funded: The Compete Guide to Writing Grant Proposals. Word & Raby Publishing; 5th edition.
- Clarke, C. (2001). Storytelling for Grantseekers: The Guide to Creative Nonprofit Fundraising. Jossey-Bass.

Additional Resources (Library Reserve)

- Grenoble, L. & Whaley, L. (2006). Saving Languages: An Introduction to Language Revitalization. New York: Cambridge.
- Wiley, T. (1996). Literacy and Language Diversity in the United States. Center for Applied Linguistics and Delta Systems, Co.
- Bird, S., & Simons, G. (2003). Seven Dimensions of Portability for Language Documentation and Description. Language Vol 79.
- Brinton, D., Kagan, O., & Baukus, S. (2008). Heritage Language Education: A New Field Emerging. New York: Rouledge.
- Hale, K. & Hinton, L. (ed.s). (2013). The Green Book of Language Revitalization in Practice.
- Hinton, L. (2002). How to Keep Your Language Alive: A Commonsense Approach to One-on-One Language Learning. Berkeley: Heyday Books.
- Gross, J. (2007). Teaching Oregon Native Languages. Oregon State University Press.
- Trask, R. L. (1999). Key Concepts in Language and Linguistics. New York: Routledge.

(NOTE: These books are reserved at PSU Library. If you can't access the PSU Library, there is a way to access materials: http://library.pdx.edu/distanceusers.html)

Course Requirements

This capstone course is based on the expectations that individual students will share their own knowledge with each other to contribute to the class community and partnering community. Under the service-learning philosophy, students will work individually, collaboratively as a team, and as an entire class community towards this mutually beneficial goal: to learn from doing work that is beneficial to the partner community. Mutual respect is expected to be given to classmates, to faculty, and to our partners in the community. Based on these components, there will be two categories of required assignments below:

 (NOTE:You will find more detailed assignments/project descriptions in D2L)

I   Individual Assignments

(a) Reflective Journals due each Wednesday starting from the second week of class, with the final entry to be completed during finals week. Reflective journal entries should respond to assigned readings. They are constructively aligned with the capstone spirit. Journal entries should be: about one page each, well-organized, and free of grammatical and spelling errors. You are highly encouraged to demonstrate critical thinking processes and synthesis with other components (things you learned from the class and beyond).

(b) Participation in D2L discussions each week. Posted discussion points should be thoughtful, proof-read, respectful, and about 100 words in length. The ideas shared here are vital contributions to the spirit of a classroom community and are tools to help each other learn.

(c) Peer Response to the D2L discussions each week. After you have read your classmates' comments, select the responses that haven't received any comment first and provide peer feedback. Your peer feedback should be constructive and supportive. Posted responses demonstrate respect for the class community by being: proof-read (before being posted), considerate of classmates, and about 50 – 100 words in length.

(d) Two video reflection papers due in the second week. Like any other writing assignment, your one-page reflection papers written in response to the assigned video clip (the video information is within D2L) should be well-organized and proof-read before you turn it into the D2L Dropbox assignment folder.

(e) Heritage Language Interview Project (2 pages – about 1,000 words). This could be entirely reflections of your own heritage language(s) history including your brief interview of your family members. OR you can select another person (with their permission) and write up the paper after you interview this person about her/his heritage language(s).

(f) Peer review of your team member's Heritage language(s) project (your total comments up to 200 words). Your comments will be constructive and supportive, including some questions that might help your team members to think further and encourage critical thinking processes.

II   Team Assignments

(a) Grant Proposal Portfolio

The final Grant Proposal Portfolio includes (more detailed information in D2L):

(i)   A list of possible funding sources with a brief scope of project, deadlines and funding limit to get feedback from the partner
(ii)   Letter of Inquiry
(iii) Proposal (Project Narrative)
(iv) Budget Draft and Need Statement

Small groups will be formed to research and prepare a grant proposal to a specific funder aimed at supporting the long-term sustainability of the Warm Springs language program. They will assist us in brainstorming a list of funding priorities at the beginning of the term. Each team will read all of the other teams' proposal drafts and provide peer feedback in the process.

At the end of the term, each group will present our community partners with an electronic copy of their final proposal, a Letter of Inquiry and a full budget.

(b) Team-chosen article and small group discussion facilitation online, each team will select a useful article for the class, share with the class and facilitate discussions online.

Grading

Source of points	Points available
Individual Assignments: - Reflection Journals 1-10 (2 points each x 10 journals) - Group Discussions Online (1 point each x 10 discussions) - Peer Discussion responses (1 point each x 10 discussions) - Two Video Reflections: 1) Hawaiian & 2) Residential School (5 points each X 2 videos =10 points) - Reflection-Interview Project on Heritage Languages (6 points) - Peer Feedback for your team members on Heritage Languages Project (4 points) *Portfolio Assignment (5 points reduction if not completed)*	60 points
Team Assignments: - Grant Proposal Portfolio collaboratively developed by your team members (30 points) - Team-chosen article and small group discussion facilitation (10 points) *Team Discussion Assignment (5 points reduction if not completed)*	40 points
TOTAL	100

Other Guidance

Netiquette (online etiquette)
There are special guidelines for online communication and personal conduct that apply to this class: Here are some examples http://www.albion.com/netiquette/corerules.html, and we will discuss these in class.

Time Commitment:
This is a 6-credit online course. Please plan for approximately 8 hours of work time each week. For your final group project, you will need to maintain regular email or phone contact with your group members and our partners throughout the term to ensure a successful proposal. Your 3-4 hours per week goes to work on the final project.

On-line Access to Course Information
The course syllabus, handouts, reflective writing prompts and additional resources will be made available on-line through D2L. To access this information, you must have a PSU ODIN account. You will log into the course by going to http://www.psuonline.pdx.edu and clicking "D2L Login" under the "more" tab on the upper right hand side of the screen.

Students with Disabilities
Please contact me if you have a disability that may require some modification to the course. I will work with you and the Disability Resource Center (http://www.pdx.edu/drc/) to arrange needed support.

<u>Plagiarism</u>
Please note that plagiarism will not be tolerated in this course. If you are quoting or relying heavily on another's work in your written assignments or class presentations, you must acknowledge the source appropriately. For more information on plagiarism, please refer to the following link: http://writingcenter.pdx.edu/resources/library.php?step09_detail_5.html

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Schedule

Our tentative weekly schedule is attached. Please note that the schedule is subject to change.

Week 1: Getting to know each other
Tasks:	Introduce ourselves. Review syllabus.
Have read:	Syllabus
	Capstone handbook
	Online Community Article
	Learning though Serving Article
DUE:	Two Introductory Activities – THURSDAY

Week 2: Understanding our task
Guest:	Valerie Switzler, Manager of Warm Springs Language Program
Tasks:	Learn about the Native American Language Issues. Investigate project parameters. Begin team selection process.
Have read:	Switzler, Haynes & Wiley
	Textbook – How to use Workbook & Introduction
DUE:	Journal #1 – TUESDAY
	Two video reflection papers – THURSDAY

Week 3: Forming our teams; Researching for potential funders
Tasks:	Complete team selection process.
	Team formation activity. Work in teams.
Have read:	Textbook – Steps 1 & 2 ; Special resource Section
DUE:	Journal #2 – TUESDAY
	Heritage Language Project – THURSDAY

Week 4: Investigating the issues: Expressing your Interests
Tasks:	Work in teams.
Have read:	Grant Writing for Indigenous Languages
	Textbook – Steps 3 & 4
DUE:	Journal #3 –TUESDAY
	Peer feedback on Heritage Language Project – THURSDAY

Week 5: Going deeper: Exploring fundable project ideas

Tasks:	Team discussion facilitation. Work in teams. Feedback from our partner. Mid-term Feedback.
Have read:	Textbook – Steps 5 & 6

DUE:	Journal #4 –TUESDAY
	Portfolio i) Funding List – THURSDAY

Week 6: Making connections between funders and community partner

Tasks:	Team discussion facilitation. Work in teams.
Have read:	Textbook – Steps 7 & 8

DUE:	Journal #5 – TUESDAY
	Portfolio ii) Letters of Inquiry – THURSDAY

Week 7: Completing first writing

Tasks:	Team facilitation. Work in teams.
Have read:	Textbook – Steps 9 & 10

DUE:	Journal #6 –TUESDAY
	Portfolio iiI) Project description – THURSDAY

Week 8: Getting and giving feedback

Tasks:	Begin cross-team feedback.
Have read:	Textbook – Step 11 & 12

DUE:	Journal #7 – TUESDAY
	Portfolio iv) Budget & Needs Statement – THURSDAY

Week 9: Revising, revising, revising

Tasks:	Work in teams. Editing consultations.
Have read:	Peer draft proposals

DUE:	Journal #8 – TUESDAY
	Draft team proposal to instructor and other teams – THURSDAY

Week 10: Closing the circle

Tasks:	Work in teams. Plan final class session. Debrief team and class experience.
	UNST Goals Retrospective. Grant Cycle Revisited.

DUE:	Journal #9 – TUESDAY
	Peer feedback on other teams' drafts – THURSDAY

Finals Week: Celebrate our achievement

Guests:	Community partner, interested others.
Tasks:	Present your team grant proposal portfolios. Debrief community partnership. Celebrate achievement.

DUE:	Journal #10 – TUESDAY
	Final draft of your team proposal due – THURSDAY