

# Capstone UNST 421: Grant Writing for Indigenous Communities

Online Class, 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 or By Appointment (through Google Hangout)  
Email: [nariyo@pdx.edu](mailto:nariyo@pdx.edu)

## Course and Project Description

Students in this capstone will partner with urban Indigenous communities in Portland to support the self-determination of Indigenous peoples by writing grants for: funding events, educational programs, archival materials, and multimedia development. This service-learning class offers step-by-step guidance on how to write a grant proposal which will match the partner's goal. All through this process, students will learn the current cultural and sustainability issues within this partner community and beyond. General class instruction is exclusively online, although, there are a couple of hands-on service-learning components available, and students in this capstone are strongly encouraged, as a class goal, to create and participate in a healthy online community.

## Community Partner

Native Wellness Institute is dedicated to promoting the physical, mental, emotional and spiritual health of Indigenous people by bringing positive changes in lifestyles, and many aspects in wellness. During this capstone class students will learn about their work and support their fund-raising efforts by providing an appropriate and useful grant proposal.

Partner Website: <http://www.nativewellness.com/goals--objectives.html>

Executive Director: Jillene Joseph, 503-666-7669, [jillene.joseph@frontier.com](mailto:jillene.joseph@frontier.com)

## Course Learning Outcomes

This capstone provides learning opportunities addressing both the course and University Studies goals: **1) communication; 2) inquiry and critical thinking; 3) diversity, equity, and social justice; and 4) ethics, agency and community** (please see the [University Studies Goals](#)).

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

(A) Grant writing skills:

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

(B) Community context:

- understanding individual & social factors which promote/inhibit Indigenous cultures [inquiry and critical thinking]
- understanding factors related to culture, education, health, and language among social groups [diversity, equity, and social justice]
- reflecting on one's own heritage as a vehicle for engaging in community work [inquiry and critical thinking]
- learning how to contribute to a community (an Indigenous community, even as a person who may not be from the community) [ethics, agency and community]

(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 deepens multiple UNST goals will be addressed.)

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 and Mim Carlson (2013). *Winning Grants Step by Step*. Jossey-Bass, 4th Edition. E-book is available through PSU Library: <http://site.ebrary.com/lib/portlandstate/detail.action?docID=10748690>.

## Required Video (Online Information Available in D2L)

- A Century of Genocide in the Americas: The Residential School Experience (2002)

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

## Additional Grant Writing Resources (Library Reserve)

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

## 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)

## Individual Assignments

(a) D2L Discussions: Reflective writing due by Tuesday at latest, if assigned. Reflective writing entries should respond to the prompt in the D2L Discussion tool. They are constructively aligned with the capstone spirit. Each entry of Reflective writing should be about 150-200 words in length and proof-read (before being posted). You are highly encouraged to demonstrate critical thinking processes and synthesis with other components (things you learned from the class and beyond).

(b) Peer Reflective participation in D2L must be submitted before midnight Thursday, if assigned. Read all of your classmates' reflective writing entries and respond to at least two of them. Posted discussion points should be thoughtful, proof-read (before being posted), respectful, and about 50-100 words each in length. The ideas shared here are vital contributions to the spirit of a classroom community and are tools to help each other learn. Please select the responses that haven't received any comment first.

(c) Individual Reflective writing due Sunday, if assigned. Individual Reflective Writing entries should respond to assigned readings or other instructions. They are constructively aligned with the capstone spirit. Writing entries should be: about one page (around 400 words), well-organized, and free of grammatical and spelling errors. Like other reflection writing exercises, you are highly encouraged to demonstrate critical thinking processes and synthesis with other components (things you learned from the class and beyond).

(d) Peer review of your team member's the first reflection paper (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.

**In addition to these, there is one more assignment (d) that has two options. Let your instructor know about your choice by end of the first week of the course. You will turn in your assignment (either d-1 or d-2) by end of the term (the date to be announced).**

(d-1) Communicate through the instructor and attend available events or meetings to learn about the community partner's efforts and projects (about 5-7 hours) and keep a log of dates, content and experience you will have gained including your own reflections, and share your knowledge with your class and team mates.

(d-2) Book review with your reflection: The book review gives you choices of any fiction or non-fiction book written by an Indigenous author. Your choices are wide open and should include your own reflection pieces about how you make connections between the book content and your class content and projects (about 3-4 pages).

## Team Assignments

### (a) Grant Proposal Portfolio

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

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

Small groups will be formed to research and prepare a grant proposal for a specific funder which will be aimed at supporting the long-term sustainability of our community partner. The community partner will assist us in brainstorming a list of funding priorities and will provide feedback. Each team will read all of the other teams' proposal drafts and provide peer feedback in the process. It is required to use assigned documents (Google Documents) for your collaborative writing processes for the prompt feedback and completion.

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) Group Initiated Discussions**

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
<p><b>Individual Assignments:</b></p> <ul style="list-style-type: none"> <li>• (a) Reflective writing through D2L Discussions (2 points each x 7)</li> <li>• (b) Peer reflective responses through D2L Discussions (2 point each week x 7)</li> <li>• (c) Individual Reflection paper through D2L Dropbox (2 points each x 5)</li> <li>• (d) Peer feedback for your team members on the first reflection paper (2 points)</li> </ul> <p>• (d-1) Participation in our partner's events/meetings with log (10 points); OR</p> <p>• (d-2) Book Review with your reflective portion from the class (10 points)</p> <p><i>Self/Peer Assessment Tools (5 points reduction if not completed)</i></p>	50 points
<p><b>Team Assignments:</b></p> <ul style="list-style-type: none"> <li>• Grant Proposal Portfolio collaboratively developed by your team members (40 points)</li> <li>• Team-chosen article and small group discussion facilitation (10 points)</li> </ul> <p><i>Team Discussion Assignment (5 points reduction if not completed)</i></p> <p><i>Group Policy development (5 points reduction if not completed)</i></p> <p><i>Portfolio Assignment (5 points reduction if not completed)</i></p>	50 points
<b>TOTAL</b>	100 points

## Other Guidance

### Netiquette (online etiquette)

There are special guidelines for online communication and personal conduct that apply to this class: Here are some examples <https://www.marian.edu/blog/posts/blog/2018/01/22/to-post-or-not-to-post-a-lesson-in-netiquette>, and guidance <https://www.pdx.edu/unst/strategies-for-success-in-online-classes>. Also, 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. Please let me know if you have any issue.

## **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. Screen Reader Options: click [here](#).

## **Plagiarism**

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: <https://library.pdx.edu/diy/avoid-plagiarism>

## **Title IX**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find [a link](#) of those individuals. For more information about Title IX please complete the required student module [Creating a safe campus](#) in your D2L.

## **Schedule**

*Here is our tentative weekly schedule - \*please look at more details on the D2L weekly notes. 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 through Serving Article

DUE:

- Introductory Activities
- D2L Discussions #1
- Reflective Paper #1

### **Week 2: Understanding our task: Getting to know our community partner**

Tasks: Learn about community Issues. Investigate project parameters. Begin team selection process (**Note: Active class participation is required to be included in this process including self introduction to the class and D2L class discussions**).

Have read:

- Native Wellness Institute Goals and Policy.
- Textbook - How to use Workbook & Introduction

DUE:

- Reflective Paper #2
- D2L discussion #2

### **Week 3: Forming our teams: Community Partner's Needs (1)**

Tasks: Complete team selection process.

Team formation activity. Work in teams.

Have read:

- Textbook - Steps 1 & 2 ; Special resource Section

DUE:

- Group Forming Activities

## **Week 4: Investigating the issues: Community Partner Needs (2)**

Tasks: Work in teams.

Have read:

- Grant Writing for Indigenous Communities
- Textbook - Steps 3 & 4

DUE:

- Group-led Discussion Materials
- Reflective Paper # 3

## **Week 5: Exploring fundable project ideas**

Tasks: Team facilitation. Work in teams. Feedback from our partner.

Have read:

- Textbook - Steps 5 & 6

DUE:

- Portfolio i) Funding List
- D2L Discussions #3

## **Week 6: Thinking about writing**

Tasks: Team facilitation. Work in teams.

Have read:

- Textbook - Steps 7 & 8

DUE:

- Portfolio ii) Letter of Inquiry draft
- D2L Group-led Discussions (1)

## **Week 7: Matching project ideas with funder ability (budget)**

Tasks: Work in teams.

Have read:

- Textbook - Steps 9 & 10

DUE:

- Portfolio iii) Project Narrative Draft
- D2L Group-led Discussions (2)

## **Week 8: Completing your first draft**

Tasks: Work in teams.

Have read: Textbook - Step 11 & 12

DUE:

- Portfolio iv) Budget draft
- Reflective Paper #4
- D2L Group-led Discussions (3)

## **Week 9: Getting and giving feedback**

Tasks: Work in teams. Editing consultations.

Have read: Peer draft proposals

DUE:

- Completing your first proposal draft
- D2L Group-led Discussions (4)

## **Week 10: Editing, editing and editing ...**

Tasks: Work in teams. Cross-team feedback. Grant Cycle Revisited.

DUE:

- Peer feedback on other teams' drafts
- Final Reflective Paper #5

## **Finals Week: Celebrate our achievement: Closing the circle**

Tasks:

- UNST Goals Retrospective.
- Present your team grant proposal portfolios.
- Debrief community partnership. Celebrate achievement.

DUE:

- Final draft of our class proposal due
- Self/Peer assessment Tool due

\*\*\*\*\* ***All the class materials including class syllabus are copy-righted, 2019, Kono*** \*\*\*\*\*