Grant Writing for Environmental Advocacy  
Fall 2012  
UNST 421-504, CRN 14260  
Neuberger Hall #224  
M/W 2-3:50

Instructor:  
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Email: celine@pdx.edu  
Office Hours: By Appointment

Course Description  
Welcome to your senior capstone course! Grant writing skills are critical to the survival of many non-profit environmental organizations. In this course you will learn grant writing skills by developing real grant proposals for Groundwork Portland. Groundwork Portland (http://www.groundworkportland.org/) is a non-profit organization that brings about sustainable, community-led improvement of the physical environment in low-income areas, while promoting environmental and social justice. In order to write a successful grant proposal, you will need to learn as much about our community partner organization as possible. For this reason, issues of environmental justice will play a central role in class activities and assignments throughout the term.

Course Learning Outcomes  
By the end of this course, you will be able to:  
1. Identify the steps in the grant seeking process (critical thinking)  
2. Understand and complete the elements of a standard grant proposal (communication, critical thinking)  
3. Explain the concept of environmental justice (diversity, social and ethical responsibility, critical thinking)  
4. Describe the factors and systems which contribute to environmental injustice in the U.S. (critical thinking, social and ethical responsibility)  
5. Discuss the implications of environmental injustice for US society (diversity, critical thinking)  
6. Discuss efforts to combat environmental injustice in the Portland area (communication)  
7. Enhance your appreciation for human diversity through group work and dialogue in the classroom (diversity)

(Note: UNST goals associated with a given course goal are given in italics after each course goal.)

Course Design  
This course may feel different than other courses you have taken in the past. First, the course will rely less on lecture-style content and more on experiential and student-led learning. Each of you brings particular expertise from your major and life experience to this course. You will be asked to contribute this expertise to our class activities, assignments and to a team setting as you create your final grant proposal. Attendance and full participation is critical to a successful learning experience in this course as so much of our learning takes place in a group context. In the capstone setting, students, instructor and community partners are viewed as co-teachers and co-learners. We will work
together to achieve goals that both benefit your educational experience and meet a real need in the community.

Course Activities
- Meet with our community partners on a consistent basis to learn about Groundwork Portland, identify the program's funding needs, and receive feedback on grant proposals
- Participate in one Groundwork Portland volunteer activity on October 1st
- Participate in a Groundwork Portland “engagement” activity early in the term to gain a deeper understanding of the organization
- Co-facilitate one class-wide discussion of assigned readings with members of your final project group
- Write weekly reflection papers and complete assigned readings
- Research and prepare a real grant proposal to submit to our community partner and prospective funders. This proposal will be a group project.

Community Partner Information
Groundwork Portland is an affiliate of Groundwork USA and a network of Groundwork trusts established across the United States in places that have experienced decades of decline in their physical and social environments. Groundwork USA works with communities to improve their environment, economy and quality of life through local action by getting local residents, businesses, government and other organizations involved in practical projects.

Groundwork Portland uses a community-led process to reclaim and restore land, build awareness of environmental justice issues, and create long-term civic engagement and leadership opportunities for communities of color, low-income residents, and youth from disadvantaged backgrounds to influence development in their neighborhoods and region overtime.

Groundwork Portland Values:

- Livable Communities: Everyone deserves the right to a healthy, livable community.
- Community-Based Development: Low-income communities and communities of color should have a voice in decision-making about how their neighborhoods are developed overtime.
- Youth Empowerment: Youth and young adults should have access to training and knowledge so they may become leaders and change makers for their communities and environment.

Our main contact at Groundwork Portland will be:

Cassie L. Cohen, Executive Director, (503) 662-2590, cassie@groundworkportland.org

Facebook Pages: “Groundwork Portland” and “Groundwork Portland Green Team”
Grading
Grades will be based on participation in the class as measured by:
- Attendance at class sessions (20%)
- Participation in class activities (20%)
- Reflective writing assignments (25%)
- Facilitation of reading discussion (5%)
- Final grant proposal (group) (30%)

The standard 90/80/70/60 grading scale will be used. There will be no final exam for this course.

Materials
The following book is required reading for this course:


Articles or web links for additional readings will be distributed in class or listed on the course schedule.

Reflective Writing Assignments
The purpose of reflective writing assignments is to a) record observations, insights, and questions that occur as part of your Capstone experience and b) connect the course experiences to University Studies goals. Each assignment should be typed, single-spaced, two pages in length, and must be submitted in class on the date due. Late papers will lose 20% credit unless prior arrangements have been made. Reflective writing assignments will be read and returned the following week. No late papers will be accepted after assignments have been returned. Writing prompts will be posted every Wednesday via D2L with the paper due the following Wednesday. You will have option to skip one reflective writing assignment without penalty.

Reflective writing papers will be graded on the following 10-point scale:

- Paper responds completely and thoughtfully to the writing prompt: 2 points
- Paper is well-organized and free of grammatical or spelling errors: 2 points
- Paper demonstrates critical analysis: 4 points (i.e. raises questions, poses arguments, defends your perspective)
- Paper demonstrates synthesis with other course components, coursework, and your own life experience 2 points

Discussion Facilitation Assignment
Each final project team will facilitate student will one class discussion of assigned readings during the term. To prepare for this class session each individual student will need to:

1) thoroughly read the assigned articles
2) identify key points or quotes from the article that will enhance our understanding of the topic and/or contribute to our grant writing efforts for Groundwork Portland
3) prepare and turn in 3 discussion questions which will generate a thoughtful discussion of the readings (i.e. questions that will encourage critical thinking and open-ended discussion)
4) meet with Celine and members of your team to compare questions and develop a facilitation plan for the class session
Final Project:
Small groups will be formed to research and prepare a grant proposal to a specific funder aimed at supporting the long-term sustainability of Groundwork Portland. Groundwork Portland staff will assist us in brainstorming a list of funding priorities at the beginning of the term.

At the end of the term, each group will present our community partners with an electronic copy and hard copy of their final proposal, a Letter of Inquiry and a full budget. If your funder requires a short proposal, you will be required to turn in a “Common Grant Application” proposal in addition to the short proposal.

Time Commitment for the Final Project:
This is a 6-credit course. Some of your group work on the final project will take place in the classroom. However, you will need to maintain regular phone, email and in-person contact with your group members and our partners throughout the term to ensure a successful proposal. Please plan for approximately 3-4 hours outside of class time each week 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 see me if you have a disability that may require some modification to the course. I will work with you and the Disability Resource Center to arrange needed supports.

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: http://writingcenter.pdx.edu/resources/library.php?step09_detail_5.html

Weekly Schedule
Our tentative weekly schedule is attached. Please note that the schedule is subject to change.
Grant Writing for Environmental Advocacy Course Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td><strong>Mon., 9/24</strong></td>
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<tr>
<td>Intros &amp; Course Overview</td>
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<tr>
<td>What is a capstone?</td>
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<tr>
<td><strong>Wed., 9/26</strong></td>
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<tr>
<td>Grant Writing Basics:</td>
</tr>
<tr>
<td>- Introduction to the Grant Writing Cycle</td>
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<tr>
<td>- Planning for a successful proposal</td>
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<tr>
<td>- Types of Funders</td>
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<tr>
<td>Overview of Discussion Facilitation and Engagement Assignments</td>
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<td>Site Visit Prep</td>
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<tr>
<th>Due:</th>
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<tbody>
<tr>
<td>- Read Howlett and Bourque: Pages 1-8</td>
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<tr>
<td>- Carefully read Groundwork Portland Website: <a href="http://www.groundworkportland.org">http://www.groundworkportland.org</a></td>
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<tr>
<td>- Hand in Capstone Student Inventory Worksheet (D2L)</td>
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<th>Week 2</th>
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<tr>
<td><strong>Mon. 10/1</strong></td>
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<tr>
<td>Site Visit and Service at Groundwork Portland’s Emerson Street Garden - 822 NE Emerson Street. Please arrive by 2:20pm.</td>
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<tr>
<td><em>Dress for gardening activities. Bring a water bottle and gardening gloves if you have them.</em></td>
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<tbody>
<tr>
<td>- Read Howlett and Bourque: Chapters 1-3</td>
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<tr>
<td>- Read “The Principles of Environmental Justice” (D2L)</td>
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<td>- Read “Brownfields Success Story”(D2L)</td>
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| **Wed., 10/3**  |
| Guest Speaker: Cassie Cohen  |
| - GP Mission and History  |
| - Overview of GP Grant Needs  |
| Begin Final Project Group Selection  |

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<tr>
<td>- Reflective Writing #1</td>
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<tr>
<td>- Review Groundwork Portland Grant Needs (D2L)</td>
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Week 3

Mon., 10/8
Grant Writing Basics:
- Types of Grants
- Building a Profile for your Grant

Environmental Justice Activity/Discussion
Finalize Final Project Groups and Work on Group Charters

Due:
- Read Howlett and Bourque, Chapters 4-6
- Read “Toxic Wastes and Race” – Introduction (D2L)
- Review Groundwork Portland Strategic Plan (D2L)

Wed., 10/10
Library Site Visit to research potential funders.
(Please meet in the first floor lobby of the PSU library in Room #170.)

Due:
- Reflective Writing #2

Week 4

Mon, 10/15
Funder Research

Due:
- Read Howlett and Bourque, Chapter 7 & 15

Wed., 10/17
Grant Writing Basics:
- Establishing Contact with Funders
- Letters of Inquiry

Due:
- Reflective Writing #3
- Proposal Planning Worksheet with 3-4 funder profile sheets attached (This is a group assignment.)

Week 5

Mon., 10/22
Grant Writing Basics:
- Types of Grant Applications
- Writing the Needs Statement

Group Work on Letter of Inquiry
Mid-Term Conferences
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<th><strong>Due:</strong></th>
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</table>
| - Read Howlett and Bourque, Chapter 8-9  
- Turn in individual draft of letter of inquiry |

**Wed., 10/24**
Readings Discussion - Facilitated by Group 1  
Letter of Inquiry and funder check-in with Cassie Cohen  
Mid-Term Conferences Continued

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</table>
| - Reflective Writing #4  
- Group Letter of Inquiry  
- Read “Toxic Wastes and Race” – Chapters 1-2(D2L) |

**Week 6**

**Mon., 10/29**
Grant Writing Basics:  
- Writing the Project Description (also known as the Procedures Statement)

Mid-term conferences continued  
In-Class Work Session

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<th><strong>Due:</strong></th>
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| - Read Howlett and Bourque, Chapter 10 & 13  
- Turn in individual Draft of Needs Statement |

**Wed., 10/31**
Readings Discussion - Facilitated by Group 2  
Grant Writing Basics:  
- Writing the Qualifications Section

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<th><strong>Due:</strong></th>
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<tr>
<td>- Read “Toxic Wastes and Race” – Chapters 3-4(D2L)</td>
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**Week 7**

**Mon., 11/5**
Grant Writing Basics:  
- Writing the Evaluation and Sustainability Section  
- Creating a Budget

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| - Turn in individual Draft of Project Description and Qualifications Statement  
- Read Howlett and Bourque, Chapter 11-12 |
**Wed., 11/7**
Readings Discussion - Facilitated by Group 3
Proposal Check-in with Cassie Cohen

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<th>Due:</th>
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<tr>
<td>- Reflective Writing #5</td>
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<tr>
<td>- Turn in individual Draft of Evaluation and Sustainability Statement</td>
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<tr>
<td>- Read “Toxic Wastes and Race” – Chapters 5&amp;8 (D2L)</td>
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**Week 8**

**Mon., 11/12 – VETERAN’S DAY, NO CLASS**

**Wed., 11/14**
Grant Writing Basics: Packaging Your Proposal
Peer Review of Group Proposals

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<th>Due:</th>
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<tr>
<td>- 4 copies of Draft Group Proposal &amp; Budget for Peer Review</td>
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<tr>
<td>- Read Howlett and Bourque, Chapters 14 &amp; 16</td>
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**Week 9**

**Mon., 11/19**
Readings Discussion - Facilitated by Group 4
Portland Harbor Case Study Activity and Tentative Guest Speaker

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<tr>
<td>- Read Howlett and Bourque, Chapter 14, 16, &amp; 17</td>
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<tr>
<td>- Read assigned readings on Portland Harbor Case Study (TBA)</td>
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**Wed., 11/21 – Day before Thanksgiving**
In-Class Work Session on full proposals

**Week 10**

**Mon., 11/26**
UNST Goals Retrospective
Grant Writing Cycle Revisited
Final Prep for Community Partner Presentation

**Wed., 11/28**
Community Partner Presentation
Peer/Self Review of Final Project Groups

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<tbody>
<tr>
<td>- Reflective Writing #6</td>
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<tr>
<td>- Final copy of group proposal including Letter of Inquiry and Budget</td>
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