

**Grant Writing for Language Sustainability**  
Spring 2015 ~ Online Class  
UNST 421, 6 credits

**Instructor:**

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**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 deepens 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: Select Academic Complete in the View online tab: <http://alliance-primo.hosted.exlibrisgroup.com/PSU:CP51193775360001451>. Optionally, you can try the direct link to the resource: <http://site.ebrary.com/lib/portlandstate/detail.action?docID=10748690>.

#### 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 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)

### I Individual Assignments

- (a) Reflective Journals due each Friday, 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 except the last journal entry (3–4 pages), 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 on Tuesdays when assigned. 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 on Thursdays when assigned. 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.

<b>Grading</b>	
<b>Source of points</b>	<b>Points available</b>
<b>Individual Assignments:</b> - Reflection Journals 1-10 (2 points each x 9 journals, plus #10 with 4 points) - Group Discussions Online (2 point each x 7 discussions) - Peer Discussion responses (2 point each x 7 discussions) - Two Video Reflections: 1) Hawaiian & 2) Residential School (2.5 points each X 2 videos) - Reflection-Interview Project on Heritage Languages (3 points) - Peer Feedback for your team members on Heritage Languages Project (2 points) <i>Portfolio Assignment (5 points reduction if not completed)</i>	60 points
<b>Team Assignments:</b> - Grant Proposal Portfolio collaboratively developed by your team members (30 points) - Team-chosen article and small group discussion facilitation (10 points) <i>Team Discussion Assignment (5 points reduction if not completed)</i> <i>Self/Peer Assessment Tools (2 points reduction if not completed)</i>	40 points
<b>TOTAL</b>	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.

### 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](http://writingcenter.pdx.edu/resources/library.php?step09_detail_5.html)

## 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 D2L Discussions (1)

DUE: Introductory Activities  
Reflective Journal #1 – FRIDAY

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

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: Two video reflection papers – TUESDAY  
Reflection Journal #2 – FRIDAY

### **Week 3: Forming our teams: Heritage language project**

Tasks: Complete team selection process.  
Team formation activity. Work in teams.  
D2L Discussions (2)

Have read: Textbook – Steps 1 & 2 ; Special resource Section

DUE: Heritage Language Project– TUESDAY  
Reflection Journal #3– FRIDAY

### **Week 4: Investigating the issues: Community Partner Needs**

Tasks: Work in teams. D2L Discussions (3)  
Have read: Grant Writing for Indigenous Languages  
Textbook – Steps 3 & 4

DUE: Peer feedback on Heritage Language Project –TUESDAY  
Group–lead Discussion Materials; Group Policy – TUESDAY  
Reflection Journal #4 – FRIDAY

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

Tasks: Team facilitation. Work in teams. Feedback from our  
partner. D2L Discussions: Mid–term Reflections.

Have read: Textbook – Steps 5 & 6

DUE: Portfolio i) Funding List –TUESDAY  
Reflection Journal #5 – FRIDAY

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

Tasks: Team facilitation. Work in teams.

Have read: Textbook – Steps 7 & 8

DUE: Portfolio ii) Letter of Inquiry draft – TUESDAY  
Reflection Journal #6 – FRIDAY

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

Tasks: Work in teams. Group–lead discussions (1)

Have read: Textbook – Steps 9 & 10

DUE: Portfolio iii) Project Narrative Draft – Tuesday  
Reflection Journal #7 – FRIDAY

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

Tasks: Work in teams. Group–lead discussions (2)

Have read: Textbook – Step 11 & 12

DUE: Portfolio iv) Budget draft – TUESDAY  
Reflection Journal #8 – FRIDAY

**Week 9: Getting and giving feedback**

Tasks: Work in teams. Editing consultations. Group-lead discussions (3)  
Have read: Peer draft proposals

DUE: Completing your first proposal draft  
Reflection Journal #9 – FRIDAY

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

Tasks: Work in teams. Cross-team feedback. Grant Cycle Revisited. Group-lead discussions (4)

DUE: Peer feedback on other teams' drafts – TUESDAY

**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 Reflection Journal #10 (3–4 pages) – TUESDAY  
Final draft of our class proposal due – THURSDAY  
Self/Peer assessment Tool due – THURSDAY