

# Grant Writing for Animals: Wildlife Conservation in Africa

*“Compassion, in which all ethics must take root, can only attain its full breadth and depth if it embraces all living creatures and does not limit itself to mankind.”*

— Albert Schweitzer



**Fall 2020 UNST 421-539/CRN 14100**

**Fully Online 10-Week Course - 6 credits**

Instructor: Kimberly Mukobi

Email or Google Chat (IM): [kmukobi@pdx.edu](mailto:kmukobi@pdx.edu)

Office Hours: [By appointment](#) or chat with me anytime I'm online

▶▶ [Capstone Handbook - Please READ](#)

## **Class and Project Description**

*“Only if we understand can we care. Only if we care will we help. Only if we help shall they be saved.” -Jane Goodall*

**Welcome to your Senior Capstone!** Grant writing skills are critical to the survival of nonprofit organizations. Students in this Capstone will collaborate with the non-profit organization, the [Kasese Wildlife Conservation Awareness Organization](#) to further its goals of creating wildlife awareness and conservation in schoolchildren and their communities in the Kasese District of Uganda. Don't forget to check out the [KWCAO Facebook page](#), too!

In this class, you will work in groups, participating in the various aspects of grant writing; including locating appropriate funders, ascertaining the needs of the community partner, researching, writing and reviewing grant proposals. Class discussions will occur online and will involve critical issues and hot topics about wildlife conservation. The end project will be a portfolio of grant proposals addressing the current needs of the community partner.

## **Online Capstone Learning Information**

\*Note: This class is fully online. Please have access to a computer and all required programs necessary to fulfill these requirements and set aside a specific time each day to work on the

class. It is important to be able to budget your time for this online class by thinking about the time you need to complete your assignments and to form a close learning community.

PSU advisors usually recommend *at least* two hours of study time per week for every credit hour. Since this is an online 6 credit course, you should allow 6 hours per week for taking in the content through readings and videos and participating in class discussion. You should also budget 4-6 hours each week for working on the proposal sections with your team.

Mobile devices and tablets are not recommended for online classes - use your desktop, laptop, or a PSU computer lab (if available). If you come prepared to work hard, you will get the most out of the class and will be doing something great in your community, too!

### **Community Partner**



*“We envision a future where there is an appreciation for the value of local wildlife, which are some of the most endangered species in our world.”*

[The Kasese Wildlife conservation Awareness Organization](#) is a non-profit making project established in 2002 to create Wildlife Conservation Awareness among school children and communities who live near Queen Elizabeth and Rwenzori National Parks in Western Uganda. Since its inception, over 500 schools have been given wildlife presentations and materials that have helped in the conservation efforts of the valuable fauna and flora resources. Wildlife education is relatively new in the Kasese District (western Uganda). It is only through the Kasese Wildlife Conservation Awareness Organization that painstaking efforts are being made to integrate wildlife issues into the school curriculum. We strongly believe that the survival of the people and communities in western Uganda will continue to depend on the sound management of the environment and natural resources. Therefore, there is a vital need to expand public awareness of the wildlife issues for sustainable development for the future. For more information, see the links provided in “Community Partner Information” in D2L.

### **About Your Instructor**

About Me: I’m an adjunct instructor in the University Studies Department here at Portland State University. I have a Bachelor of Science degree in Psychology and a Master of Science degree in Experimental Psychology, focusing on animal cognition and ethology. My work with chimpanzees has included a variety of captive and wild settings, and encompassed everything from sign language and nonverbal communication to mathematical and other cognitive tasks with chimps who worked on touch screen computers. In the late '90s, I volunteered for the Jane Goodall Institute and Uganda National Parks with one of the very first island sanctuaries to help young chimpanzee survivors of the international poaching trade.



I've been writing grant proposals for non-profit organizations for over 25 years, starting with my very first proposal that successfully funded my graduate research. Over the years, I've partnered

with animal shelters and various wildlife organizations to help procure funding that helps them continue their important work.

***My role with the Kasese Wildlife Conservation Awareness Organization:***

As a volunteer and board member for several of my Capstone community partners (including KWCAO), I'm lucky enough to be able to act as a liaison for our class. This will help ensure you get the guidance and answers to your questions more quickly. Partnering with KWCAO for this particular Capstone holds a special place in my heart, too. It was started by Asaba Mukobi (my husband) in 2002 after he traveled to the United States and began working at the Columbus Zoo. Soon, he realized that there was a need for basic education about native African wildlife and conservation issues because children in the United States knew more about African wildlife than did his friends and family in Uganda. KWCAO is run entirely by local Ugandan volunteers and guidance from the US-based Board of Directors and has grown immensely over the years. It now serves the community by giving wildlife presentations to more than 550 local schools, providing field trips to the national park, maintaining a conservation resource center open to the public and free of charge, teaching communities about conservation, and promoting alternative livelihoods and sustainability by planting trees and building fuel-efficient stoves that save trees. *\*Please note: All funds from grants and donations to KWCAO go directly to the programs promoting wildlife conservation in Uganda. None of the board members, including myself, my husband, or any of the others, receive any form of payment. We're all volunteers!*

**Course Goals, Objectives, and Outcomes**

The GOALS for this Capstone are as follows:

- To provide PSU Capstone students with personally, academically, professionally and creatively diverse service-learning opportunities: and
- To further the missions of our community partner by assisting in the effort to raise funds to support their mission and programs.

The OBJECTIVES of this Capstone address both course content and the four University Studies goals of 1. **Communication** 2. **Inquiry and Critical Thinking** 3. **Diversity, Equity, and Social Justice**; and 4. **Ethics, Agency, and Community** and are as follows:

- To promote students' larger understanding of the social, cultural and ethical issues presented by wildlife conservation efforts and the dilemmas that surround them (*Diversity, Equity, and Social Justice, Ethics, Agency, and Community*).
- To enhance students' facility and confidence with working in groups and writing, in particular persuasive writing, editing, and oral communication (*Communication*).
- To facilitate students' building of functional teams and dialogue around both differences and likenesses experienced within the class community and with the community partner (*Ethics, Agency, and Community, Diversity, Equity, Social Justice, and Communication*).
- To increase students' interviewing, research, problem-solving, and organizational skills (*Inquiry and Critical Thinking*).
- To increase students' proficiency in technology, including multi-modal software programs such as Desire2Learn, Flipgrid, Google platforms, Collaborate, and research databases (*Inquiry and Critical Thinking*).

- To increase students' proficiency in quantitative literacy (budgets and spreadsheets, specifically).

By the end of this Capstone, students will demonstrate the following LEARNING OUTCOMES:

- Students will develop a personal and ethical stance and commitment towards the issue of wildlife conservation and be familiar with the various perspectives on the issue.
- Students will learn to write clearly and effectively in both persuasive and reflective pieces.
- Students will practice multiple styles of communication, including multimedia discussions, oral presentations, effective writing, and interpersonal small group dealings.
- Students will learn to discover and utilize the intellectual and practical resources necessary to answer multiple-posed questions.
- Students will demonstrate experienced techniques in relating to others in a team and to contributing individually diverse gifts and efforts to create a team product.
- Students will learn new research techniques in identifying potential grant funders and will gain the knowledge and experience writing a compelling grant proposal, including all of the various components.
- Students will be able to produce and understand a project budget and spreadsheet of costs.
- Students will have a working knowledge of the community partner, including its mission and programs, as well as the theory and reasons behind the wildlife conservation movement.

### **Instructor's Role, Expectations, and Class Policies**

#### ***My Role as your Instructor***

I will serve as your facilitator for the class, helping to guide you through this transformative learning process. The sheer number of readings and assignments may seem overwhelming at first, but I can assure you that with a little discipline and a sense of routine, you will succeed and learn more than you ever thought you would. You will also be making a significant difference in the world by helping our community partner reverse the trend toward wildlife extinction.

*Advice:* Be sure to read the syllabus thoroughly and review all assignment instructions before getting started. If you still have questions, please ask your fellow students and/or send me an email or request a phone chat. I want you to succeed this term and am here to help.

#### ***Online Requirements***

Since this class is delivered fully online, each student must possess the required skills needed to remain fully engaged in the class, as well as have daily access to a computer with internet. Students must be committed to online participation and be able to manage their own schedules effectively, as online work necessitates a large amount of time spent on the computer.

*We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the Acceptable Use Policy and PSU's Student Code of Conduct. A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course*

*participants, which include your fellow students, and any guest faculty or community based learning partners that we may engage with. You may not share recordings outside of this course. Doing so may result in disciplinary action.*

### **Group Meetings**

This will be a collaborative grant writing process, so each team is expected to collaborate and communicate effectively with each other throughout the term. It is strongly suggested that you set up a time to meet at least once per week to review and work on various assignments, research, and grant writing components. If it is safe to do so, in-person meetings may be preferred. If in-person meetings are not possible, please use Zoom, Google Hangouts, Collaborate or other technology to facilitate teamwork.

### **Passion for Animals**

I assume that each student who enters this class has a strong commitment to wildlife conservation and is willing to engage wholeheartedly in the class activities and projects. This level of commitment can make a difference in the outcome of your grant proposal as well as in the lives of people and animals across the globe. I believe that each student comes with gifts and skills, which he/she can offer to the classroom community so that we, as a group, can have a meaningful experience within the class and produce work that has community impact.

### **Collaboration**

In community-based learning classes like this Capstone, students work in partnership with a community organization towards mutually beneficial goals. In this course, you will learn experientially, that is, by doing and reflecting on the meaning this “doing” has for you and for the communities of which you are and will play a part. This process is a collaborative one in which students, faculty and the community partner work together to identify each collaborator’s needs and to develop the means to address those needs while capitalizing on and expanding each collaborator’s strengths.

This Capstone experience may be quite different from any other course experience you have had to date. By its design—bringing together interdisciplinary teams of students to work towards a shared goal—this class may at times feel challenging in ways that you have not experienced before. Any feelings and thoughts we may have about this experience are not necessarily positive or negative; it is our attitudes and behaviors relative to the challenges and contingencies, which are the key to our interpersonal success. I expect each student, as an upper-class student, will be responsible for his or her own learning, attitudes, and behaviors in the class. You are encouraged to process your thoughts and feelings about this class in as many ways as you can. Please feel free to speak to me if you would like additional resources for doing so.

### **Late Work**

Late work is accepted with a grade penalty of 10% reduction per day. If you turn it in more than 5 days late, but complete and demonstrating effort, you can still earn up to half of the original credit value. If you have extenuating circumstances that prohibit you from submitting your work on time, please notify me AT LEAST 24 hours in advance of the due date.

### **Plagiarism**

Plagiarism of any kind will not be tolerated and work will be periodically checked using “Turnitin” software. It is your responsibility to be familiar with the PSU’s Code of Conduct. Instances of academic dishonesty will be referred to the Office of Student Conduct for appropriate discipline. In other words, don’t copy your friend’s work or turn in work submitted by a previous student. Within assignments, cite your sources for which you obtain numbers, concepts, or original ideas.

### **Student Conduct**

It is strongly encouraged that you read the Student Conduct Code (see <http://www.pdx.edu/dos/codeofconduct>). It details your rights and responsibilities as a member of the Portland State Community.

### **Disability Access Information**

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Students with conditions affecting their academic abilities will be referred to The Disability Resource Center (503-725-4150, TTY or Relay: (503) 725-6504. Email: [drc@pdx.edu](mailto:drc@pdx.edu)) to document their disability and discuss accommodations.

### **Food Assistance and Resources**

For information on food assistance and other resources please visit: <http://www.pdx.edu/studentaffairs/CISFS>

## **Textbooks**

### **Required**

1. **Purchase or [click here to request free scanned copies from the PSU Library of up to 4 chapters per week at the library.](#) (LB2825.H223 2011)** Howlett, S. (2011 or 2016). *Getting Funded: The Complete Guide to Writing Grant Proposals (5<sup>th</sup> or 6<sup>th</sup> Edition)*. Seattle: Word & Raby Publishing.
2. Please keep up with current topics and trends in the news about wildlife conservation. The more you know about your topic, the better your final proposal will be for our community partner.

## **Grading Components**

You will earn a grade in this class based on your work as an individual, as a member of a team, and as a member of the whole class.

<b>Breakdown of Grade</b>	<b>Points Available</b>
Individual Component	90 points
Class Discussions	30 points

Team Contribution	55 points
Final Grant Portfolio	50 points
<b>Total</b>	<b>225 points</b>

Below is an explanation of each of the grading components delineated above.

### **Individual Contribution: 90 points**

Your individual grade will be dependent on the following activities:

- a. Introductions and Skills Showcase - **5 points**
- b. Advice Reflection and Action Plan - **5 points**
- c. Weekly Reading Responses – **35 points (5 per week)**
- d. Detailed profile of potential grant funders ascertained from the library research – **10 points**
- e. Detailed review and feedback of another group’s grant proposal – **10 points**
- f. An end-of-term written reflection from each group member as to the successes and challenges that the group faced and the individual contribution of each group member to those successes and challenges - **25 points**

### **Class Contribution: 30 points**

A portion of your grade will be based on evidence of your commitment to each class member. Students will move through the course as an interconnected group of individuals collaborating and brainstorming together. Each piece of the class’s work depends on each member’s willingness to become a stakeholder in the outcome. Each student has invaluable contributions to make to both the group process and the final product and will find his or her contributions to the class to be enhanced by thoughtful, ethical, and respectful behavior with each other.

Each student will earn points for:

- a. Contributing to the online discussion forum (see instructions and rubric on d2l) –**up to 5 points per week for weeks that discussions are held**

### **Team Contribution: 55 points**

A large part of your grade will be based on your commitment and work towards the particular team that you have chosen. As a team member, you will need to agree on the tasks and responsibilities that each of you holds towards one another, and negotiate deadlines and individual responsibilities on an ongoing basis. This will require that each of you understand the strengths that each brings to bear on the process, participate in ongoing communication and the equal sharing of tasks required in producing an excellent final product. The grade for this section will be determined by the instructor and each member of the team. Students will be asked to evaluate their own and each other’s efforts.

Your team grade will be dependent on the following requirements:

- a. A written team charter which delineates the primary responsibilities of each group member based on the strengths they bring to the process as well as the interpersonal and working expectations of the group - **10 points**
- b. Creating a list of your top 3 to 5 funding prospects and uploading it to the google document – **5 points**
- c. Submitting your first draft proposal on time and in complete, detailed format – **15 points**
- d. Working in teams to turn in and polish weekly grant portions; and showing evidence of having actively participated in team discussions and assignments – **up to 25 points (5 points/week)**

## **Final Grant Portfolio: 50 points**

The Capstone final portfolio is a grant proposal addressing the current needs of the organization and a multimedia message to the community partner.

*Details of final product portfolio:*

*Grant Proposal:* Your final product grade will be based on the completion of a written grant for the community partner. Since there are typically four teams, each team will complete a full proposal on a particular funding topic, delineated by the community partner's funding priorities. This work will take place outside of the online classroom and will follow a collaborative design for the project. The final proposal grade will be shared by the members of the team who produced this particular grant, unless there is evidence that one particular group member did not fulfill his/her/their contractual obligations to the group in which case that member may be assigned a different grade.

## **Fall Term Week-by-Week Course Map**

### **ABOUT:**

- All work must be turned in by midnight on the due date.
- Online discussions will take place in D2L and Flipgrid and will start on Mondays. First posts are due Wednesdays, and weekly conversations wrap up on Sundays.
- We will have supplementary online meetings as needed. Please check the Announcements section on our homepage in D2L and your emails.

### **Week 1: Getting to Know One Another/Term Overview/Team Formation**

#### **READ:**

- Syllabus
- Capstone Handbook
- *Getting Funded* Textbook Chapters 1, 2, and 3 “Principles of Effective Grantseeking” and “Part One: Know your Organization and Field “ (pp. 1-34 in the 5th edition or pp. 1-38 in the 6th edition )
- [KWCAO Website](#) and
- [Queen Elizabeth National Park information page](#) (This is the main park in the Kasese District where KWCAO's work is focused and the website highlights the many endangered species in need of protection. It's also the park that KWCAO takes students to for field trips.)



### **DISCUSS:**

- Introduction and Skills Showcase in Flipgrid or Video Meeting
- Read about the program needs of our community partner and talk/write to others in the class who have similar interests

### **DO:**

- Upload your profile photo in D2L
- Getting Funded Reading Response for Week 1 (Due Sunday this week only - after that, they are due on Wednesdays)
- Advice Reflection - 1 page
- Start forming teams based on your program interests

## **Week 2: Learning about our Community Partner/Setting Goals with your Team/Organization Description**

### **READ:**

- *Getting Funded* Chapter 13 “Establishing Your Qualifications” (pp. 163-170 in the 5th edition or pp. 167-174 in the 6th edition)
- Scour our community partner’s website and the internet to read all you can about what they do, their mission, vision, programs, accomplishments, volunteer information, board, and qualifications.

### **DISCUSS:**

- Week 2 Online Topic
- Introduce your Team to the Class

### **DO:**

- Getting Funded Reading Response for Week 2
- Discuss, Complete, and Submit your Team Charter with your Group
- Write and submit the Organization Description section of your proposal
- Look at the [Proposal Planning Overview](#) with your team (but don’t submit)

## **Week 3: Understanding the Proposal/Writing the Statement of Need**

### **READ:**

- *Getting Funded* “Preparing to Write” and “Composing the Statement of Need” (Chapters 8-9, pp. 79-102 in the 5th edition or pp. 83-106 in the 6th edition)

### **DISCUSS:**

- Week 3 Topic

### **DO:**

- Write the Statement of Need section of your proposal as a team
- Finish submitting and editing the Organization Description
- Getting Funded Reading Response for Week 3

## **Week 4: Writing the Project Description /Proposal Goals and Objectives**

### **READ:**

- *Getting Funded* “Writing the Project Description” (Chapter 10, pp. 103-122 in the 5th edition or pp. 107-126 in the 6th edition)

### **DISCUSS:**

- Week 4 Topic

### **DO:**

- Write the Goals & Objectives section of the proposal as a team
- Finish submitting and editing each previous proposal section as needed
- Getting Funded Reading Response for Week 4

## **Week 5: The Evaluation Plan and Finding Funders**

### **READ:**

- *Getting Funded* Chapters 4-7 and Ch. 11 “Part Two: Know the Funders” and "Designing the Evaluation Plan" (pp. 35-78 and 123-136 in the 5th edition or pp. 39-82 and 127-140 in the 6th edition)

### **DISCUSS:**

- Week 5 Topic

### **DO:**

- Write the Evaluation Plan (quantitative and qualitative) as a team
- Identifying Possible Grant Donors via the library (on your own - see instructions)
- Grant Donor Profile (each person submits one)
- Finish submitting and editing each previous proposal section until accepted
- Getting Funded Reading Response for Week 5

## **Week 6: Budget Table and Budget Narrative**

### **READ:**

- *Getting Funded* Chapter 12 and 14 "Developing the Project Budget" and “Preparing Supplemental Documents” ( pp. 137-162 and 171-180 in the 5th edition or pp. 141-166 and 175-184 in the 6th edition)

### **DISCUSS:**

- Week 6 Topic

### **DO:**

- List 3-4 funders in the Google Document (have one person from your group do this)
- Write the Budget Table and Budget Narrative sections of the proposal as a team
- Finish submitting and editing each previous proposal section until it's accepted

- Getting Funded Reading Response for Week 6

## **Week 7: Completing the First Draft - Executive Summary, Title Page, Cover Letter, and Conclusion**

### **READ:**

- *Getting Funded*: Ch. 15, 16, 17 (pp. 181-209 in the 5th edition or pp. 185-213 in the 6th edition)
- Links in D2L

### **DISCUSS:**

- Continuation of Week 6 discussion

### **DO:**

- Write your one-page Executive Summary, Title Page, Cover Letter, and Conclusion and add them to the appropriate places in your proposal
- Finish submitting and editing each previous proposal section until it's accepted
- Package and Submit your entire Full First Draft Proposal, including the sections above

## **Week 8: Peer Reviews**

### **READ:**

- Links in D2L
- Grant Reviewers Handbook (in D2L)

### **DISCUSS:**

- Week 8 Topic

### **DO:**

- Peer Review (as an individual)
- Continue revising your full proposal until each section is polished

## **Week 9: Packaging the Proposal**

### **READ:**

- Grant Reviewers Handbook (in D2L) - continue reviewing
- Other Reading Links in D2L

### **DISCUSS:**

- Week 9 Topic

### **DO:**

- Revision and Submission of Final Proposal, including funder information
- Complete the Course Evaluation Survey

## Week 10: Reflecting

### DISCUSS:

- Let's Meet on Google to Wrap up the Term

### DO:

- Finish your Final Reflection and Team Assessment
- Complete the Course Evaluation Survey (if you haven't already)

## Quick Access: Assignments, Due Dates, and Points

Please note: The dates below only include the discussions and assignments that must be submitted. The readings are not included. Please see the week-by-week map for those.

**All late submissions will be docked 10% of the point value per day.**

Assignment	Due Date	Points	Category
<b>Week 1:</b> Upload Profile Photo	Sunday, Oct 4th	-	Individual
Online Introduction and Skills Showcase/Teams	Sunday, Oct 4th	5	Individual
Advice Reflection	Sunday, Oct 4th	5	Individual
Getting Funded Reading Response Form (due Wednesdays starting next week)	Sunday, Oct 4th	5	Individual
<b>Week 2:</b> Online Discussion	All week long	opt	Class
Getting Funded Reading Response Form	<b>Wednesday</b> , Oct 7th	5	Individual
Organization Description	Sunday, Oct 11th	5	Team
Team Charter	Sunday, Oct 11th	10	Team
<b>Week 3:</b> Online Discussion	All week long	5	Class
Getting Funded Reading Response Form	<b>Wednesday</b> , Oct. 14th	5	Individual
Statement of Need	Sunday, Oct 18th	5	Team
<b>Week 4:</b> Online Discussion	All week long	5	Class
Getting Funded Reading Response Form	<b>Wednesday</b> , Oct. 21st	5	Individual
Goals & Objectives	Sunday, Oct 25th	5	Team
<b>Week 5:</b> Online Discussion	All week long	5	Class
Getting Funded Reading Response Form	<b>Wednesday</b> , Oct 28th	5	Individual
Evaluation Plan	Sunday, Nov 1st	5	Team
Grant Donor Profile	Sunday, Nov 1st	10	Individual
<b>Week 6:</b> Online Discussion	All week long	5	Class
Getting Funded Reading Response Form	<b>Wednesday</b> , Nov 4th	5	Individual

Budget Table and Budget Narrative	Sunday, Nov 8th	5	
Google Doc List of Top 3-5 Funders	Sunday, Nov 8th	5	Individual
<b>Week 7:</b> No Online Discussion	N/A	N/A	
Getting Funded Reading Response Form	<b>Wednesday</b> , Nov 11th	5	Individual
Executive Summary, Title Page and Cover Letter	Sunday, Nov 15th	incl.	Team
Complete First Draft Proposal submitted and Ready for Peer Review	Sunday, Nov 15th	15	Team
<b>Week 8:</b> Online Discussion	All week long	5	Class
Peer Review Feedback on Another Group's Proposal	Sunday, Nov 22nd	10	Individual
<b>Week 9:</b> Online Discussion	All week long	5	Class
Submit Final Grant Proposal	Sunday, Dec 1st	50	Final Product
Submit Course Evaluation Survey	Sunday, Dec 1st	3	Bonus
<b>Week 10:</b> Reflecting			
Final Team Assessment and Reflection	Sunday, Dec 6th	25	Individual
<b>Total Point Value</b>		225	