



**Grant Writing: Bicycle Transportation Alliance**  
**Summer 2012**  
**UNST 421, CRN 82300**  
**Mon/Wed 1:00-2:50--Room CH 224**

### **Instructor Information:**

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Office Hours: 11:15-12:45 Wednesdays and by appointment

*I thought of that while riding my bike—Albert Einstein, on the theory of relativity*

### **Course Description:**

Welcome to your Senior Capstone! Grant writing skills are critical to the survival of non-profit organizations. This course will partner with the Bicycle Transportation Alliance (BTA) and help the BTA increase their capacity by developing grants for specific projects. The BTA (<http://btaoregon.org/>) works to promote bicycling and improve bicycling conditions in Oregon. In order to write a successful grant proposal, one must gather up as much knowledge about the topic and the organization as possible. Through reading, writing, research, and presentations, students in this capstone will approach the issue of transportation from a variety of perspectives and engage with questions concerning bicycle safety, the environment, and the economics of transportation. The class will also examine issues of race, class, and gender as they relate to bicycle transportation, access, awareness, and infrastructure. Students will learn the steps involved in completing a successful grant proposal, research and write grant proposals, and develop their skills as effective writers and thinkers.

### **Student Learning Outcomes**

By the end of the course, you will be able to:

- Identify the steps in the grant seeking process and research potential funders (critical thinking).
- Understand and complete the elements of a standard grant proposal (communication and critical thinking).
- Synthesize a variety of course materials and sources in order to better understand the connection between bicycle transportation, public safety, individual and community health, and the environment (critical thinking, diversity, social and ethical responsibility).
- Analyze the issue of alternative transportation as it relates to issues of gender, race, ethnicity, and class. (diversity, critical thinking, social and ethical responsibility).
- Understand the skills necessary to enhance your appreciation for human diversity through group work in the classroom and through the exploration of transportation issues (diversity).

*Let me tell you what I think of bicycling. I think it has done more to emancipate women than anything else in the world. It gives women a feeling of freedom and self-reliance. I stand and rejoice every time I see a woman on a wheel . . . the picture of free, untrammelled womanhood.—Susan B. Anthony*

### **Course Activities**

- Communicate with our community partner on a consistent basis to learn about the Bicycle Transportation Alliance; identify the program's funding needs; and receive feedback on your grant proposals.
- Complete all assigned readings and write assigned reflective papers.
- Lead one class discussion with your group.
- Fully participate in classroom discussions and group activities.
- Complete volunteer activity.

- Complete research and clipping file.
- In collaboration with your group members, research, write, revise, edit, and prepare a real grant proposal to submit to our community partner and prospective funder.

### **Materials**

My hope is to introduce you to a number of ideas and readings related to bicycle transportation so that you develop a sense of both the scope of the topic and the kinds of materials people reference in grant proposal. The following materials are required reading for this course. You **must print out** all of the required readings so that you can take notes and bring them with you to class.

- Susan Howlett and Renee Bourque (2011). *Getting Funded: The complete guide to writing grant proposals*. 5<sup>th</sup> Edition. Seattle, WA: Word and Raby Publishing. [Available at the PSU bookstore]
- Jeff Mapes, *Pedaling Revolution: How Cyclists are Changing American Cities*. Corvallis, OR: OSU Press, 2009. [Available at the PSU bookstore. The Mapes book is also on reserve at the library and you can likely find used copies at local bookstores]
- Additional required readings are listed in the class schedule and can be accessed online or through D2L.

*Few articles ever used by man have created so great a revolution in social conditions as the bicycle—U.S. Census Report, 1990*

### **Community Partner:**

The Bicycle Transportation Alliance (BTA) is a non-profit membership organization working to promote bicycling and improve bicycling conditions in Oregon. Since 1990, the BTA has worked in partnership with citizens, businesses, community groups, government agencies and elected officials to create communities where people can meet their daily transportation needs on a bike. Our main contact at the Bicycle Transportation Alliance will be Lisa Anguilla, the BTA’s Development Director.

### **Grading**

Final grades for the class will be based on the following measures:

Attendance at class sessions	20%
Participation in class activities (including discussion facilitation and volunteer activity)	20%
Reflective Writing Assignments (5 total, each worth 20 points)	20%
Clipping File	10%
Final Grant Proposal and presentation (group and individual component)	30%

**Attendance:** Attendance for this course is essential and you should do your best to attend all class sessions. If you are not in class, you may miss out on important information or group meetings. For this reason, you are allowed one unexcused absence, and I will take off 10 points from your attendance grade for each absence beyond that. More than 3 absences may result in failing the course, and excessive tardiness may ultimately be counted as an absence. Also keep in mind that missing class (particularly on certain key days) will affect your class participation grade. Please talk to me if you are concerned about your attendance.

**Class Participation:** Respectful and robust dialogue and collaboration are essential to a lively and engaging class environment. Active participation in this class requires that you not only express your own views, but also that you listen carefully to the views of your classmates.. The following guidelines will help facilitate our conversation:

- Be willing to share your ideas, experiences, and questions with the class. Others may probably share your questions or ideas.
- Come prepared for class. If you have not carefully completed the reading and taken the time to think through the implications of class materials, your participation won’t be as meaningful and (even worse!) you’ll probably find yourself bored during the discussing.

- If you are a reserved person who finds conversing in a group difficult, challenge yourself to join the dialogue.
- Vice versa, if you are a talkative or outgoing person who finds conversing in a group relatively easy, challenge yourself to hold back a little and allow others a chance to speak.
- Be respectful of the ideas and experiences of others, even though you may feel that they are different from your own.
- Listen respectfully, do not interrupt, and reserve judgment until you have attempted to hear what another has to say.
- Don't assume that because people are quiet they have nothing to say and that you have to "fill the gap" by speaking. The best way to fill an uncomfortable gap is to ask others what they think.

### **Reflective Writing Assignments**

The purpose of the reflective writing assignments is to: record observations, insights, and questions that occur as part of your capstone experience; analyze and synthesize ideas from class materials and your capstone experiences; connect your course experience to University Studies goals; and gather together thoughts and ideas that will help you in the successful completion of your final project.

Reflective writing assignments should be typed, double-spaced, using Times New Roman font, and be 2-3 pages in length. Reflective writing assignments should be uploaded to the D2L dropbox set up for that week's assignment by 11 a.m. on the day they are due and you should bring a hard copy with you to class (you must turn in a hard copy in order to get credit). Late papers will be marked down two points for each day they are late unless you have received an extension prior to the due date. Please talk to me if you find yourself falling behind. Assignments will be posted on D2L by Mondays and due the following Monday after they are posted.

Reflective writing assignments will be graded on the following 20-point scale:

Paper responds to the prompt and demonstrates thoughtful consideration of the assignment	4 points
Paper demonstrates critical analysis using specific evidence to back up points	8 points
Paper demonstrates synthesis with course material, other coursework, and your own life experience.	4 points
Paper is well-organized and free of grammar and spelling errors	4 points

### **Final Grant Proposal and Presentation (Final Project)**

For your final project your group will write a full grant proposal, along with an LOI (Letter of Inquiry) and a budget, to an appropriate funder. **If the funder you choose requires only a short proposal, you will be required to turn in a "Common Grant Application" (available through Philanthropy Northwest) along with your shorter proposal.** I will provide guidelines and a grading rubric for the Final Grant Proposal in a separate document. Each group will present their proposal to the community partner on the last day of class.

### **Volunteer Activity**

On July 23, class will meet at the offices of the Bicycle Transportation Alliance, which is located at 618 NW Glisan St #401. During this time, you will have the chance to see the BTA offices and you will participate in a volunteer activity. This is a great opportunity to see the BTA offices and learn more about the organization.

### **Discussion Facilitation**

Each group of students will facilitate one class discussion related to a set of readings on an assigned day of class. In order to plan for facilitating discussion, each group should prepare the following:

- 1) A brief summary of the assigned readings (1 paragraph per article) that highlights main points for discussion. You can include quotes and excerpts from the reading.

- 2) Annotated bibliography of three to four sources that relate to the topic/readings for that week (you are welcome to use sources listed in the assigned readings' works cited page or reference list). These can be scholarly sources, news articles, web pages for a group or organization, or reports. Make sure to provide full citations for your sources using APA format. Note that these sources can also be used as your clipping file submission (see below).
- 3) Three to four discussion questions that highlight an important element of the reading. Consider referring to a specific excerpt from a reading to jog students' memories. Try to avoid asking yes/no questions. Instead, work to develop questions that encourage interpretation, analysis, and open-ended discussion.

You can divide up the tasks for leading discussion as you see fit, but each group must meet and communicate beforehand to plan how they will facilitate the discussion and introduce the readings. Group assignments and facilitation guidelines will be discussed in class prior to the first group-led discussion.

### **Individual Clipping File**

One goal of the class is to collect articles and on-line materials that can help in your grant research and serve as future resources for those interested in issues related to bicycling and transportation. Each of you will contribute at least **three current and appropriate resources** for the on-going class clipping file. These might be articles from academic journals or newspapers, books, or research reports. However, you must include at least one academic article or report in your clipping file. The current clipping file, which students began last spring, is available on D2L. All individual submissions should include APA citations for each source, links to sources (if available), and a brief summary/abstract (2-3 sentences highlighting key points) of each source. Students should place their clipping file electronically in a designated dropbox in D2L file August 1 (Wednesday of Week 6)

**Self and Peer Assessment:** Since much of your work this quarter will be conducted in groups, it is important that I have a sense of how much you feel both you and your group members contributed to the final project and other group activities. At the end of the quarter, you will turn in an assessment of both your own work as a group member and your peers' work. I will distribute guidelines for completing this assessment.

**Communicating with Me:** The best way to communicate with me about assignments, interests, or concerns you have about the class, is to come by during office hours or make an appointment to see me outside of class. E-mail can be a useful tool for asking brief questions, setting up an appointment, or letting me know that you will be missing class for a specific reason. I check my email regularly and try to respond in a timely fashion. However, please keep in mind the following:

- When emailing, identify yourself in your email and state your question or comment as clearly and as concisely as possible. Before sending, please make sure you have exhausted other avenues for answering questions. For instance, if dues dates are stated in the syllabus or on assignments, please don't email to ask when something is due.
- I check my email fairly regularly during the work week, but less regularly (and sometimes not at all) over evenings and weekends. Please plan accordingly. In other words, read assignments well in advance so you have time to ask questions and receive a response.
- I will not fill in students who miss class on the details of a particular lecture or discussion through email. Please seek this information from your fellow students or see me during office hours.
- Please use your PSU email when contacting me through email.

**Communicating with our community partner:** Communicating with the community partner is an important part of the Senior Capstone experience. Each group should pick one member to be the primary communicator (that way Lisa and others at the BTA won't be overwhelmed by emails from several different people). However, each member of the group must participate in the communication process by contributing to the development of emails and helping to make decisions about what questions you might need to ask. In addition to the above guidelines about emailing me, please keep in mind the following:

- The primary communicator should cc everyone in the group, as well as the instructor so that everyone is aware of what has been communicated when.
- Be respectful and professional.
- **Please use a clear subject line** so that people at the BTA know what you are referring to and can locate the email again if need be.
- Please speak to me if your primary communicator is not contacting the BTA in a timely and professional manner.

**Technology:** To foster a positive, respectful environment, free of distractions for all participants, all students must refrain from texting or emailing during class unless it is directly related to a classroom activity. When you enter the classrooms, turn off or silence your phone and put it away. If there is an emergency and you are expecting a call, please let me know ahead of time. Similarly, laptops and other hand-held devices are not to be used during class unless you are using them for class purposes. I ask that you close your laptop during class discussions, though you may use your laptop to take notes when relevant and for group work on your proposals.

**Group Work and Time Commitment:** Since this is a 6 credit course, it will require more time outside of class than many of your other courses. Do plan accordingly. In *addition* to the hours required for independent work, you should plan to set aside 2-4 hours per week to meet and communicate with your project groups.

**On-line Access to Course Information:** The course syllabus, handouts, reflective writing prompts and additional resources will be available on-line through D2L. To access this, you must have a PSU ODIN account.

**Taking Notes:** Strong grant writers (and strong writers in general) are like sponges, continually absorbing ideas and information they come across. Always be prepared to take notes on the reading materials and in class, particularly when we have a guest speaker, and organize your notes in a class file.

**Students with Disabilities:** Please see me if you have a disability that may require some modification to this course. I will work with you and the Disability Resource Center to arrange needed supports.

**Plagiarism:** University policy calls for severe sanctions for any form of academic dishonesty; academic dishonesty may result in failing this course. All ideas and quotations that are not your own must be cited; otherwise it is plagiarism. Work that is plagiarized will receive a failing grade and you may be asked to leave the class. Plagiarism is relatively easy to do. It is, however, quite easy to catch. For more information on plagiarism, refer to the Writing Center:

[http://www.writingcenter.pdx.edu/resources/library.php?step09\\_detail\\_5.html](http://www.writingcenter.pdx.edu/resources/library.php?step09_detail_5.html)

**Conduct:** It is strongly encouraged that you read the Student Conduct Code as it details your rights and responsibilities as a student and as a member of Portland State Community. You can find it at: <http://www.pdx.edu/dos/conduct.html>.

## **About Annie Knepler**

I moved to Portland from Chicago about five years ago, and I feel lucky to live in a place that has so much to offer, including good transportation. I've lived and commuted (mostly) by bike, foot, bus, or train in several cities including Chicago (where I grew up); Madison, Wisconsin; San Francisco; Berkeley; and New York City.

I earned my Ph.D. in Language, Literacy and Rhetoric from the University of Illinois at Chicago, where I combined my interest in writing with studies in urban planning, sociology, and cultural studies. I also worked for several years at a non-profit in Chicago called the Neighborhood Writing Alliance where I was both the Associate Director and the Editor of the organization's quarterly publication. It was through my non-profit work that I honed my grant writing skills and truly learned to write collaboratively.

## **Mission and History of the BTA**

The Bicycle Transportation Alliance is a non-profit membership organization working to promote bicycling and improve bicycling conditions in Oregon. Since 1990, the BTA has worked in partnership with citizens, businesses, community groups, government agencies, and elected officials to create communities where people can meet their daily transportation needs on a bike.

**BTA Mission:** The Bicycle Transportation Alliance creates healthy, sustainable communities by making bicycling safe, convenient and accessible.

**BTA Vision:** Bicycling transforms communities by reinventing transportation and offering solutions for the universal challenges facing health, livability and the environment.

## **BTA History and Programs**

Since 1990, the Bicycle Transportation Alliance has grown from a group of activists sitting around a kitchen table to an organization with over 5000 members, a staff of nineteen, and hundreds of community volunteers.

Our activities span a broad spectrum of advocacy and education. We make citizen voices heard on behalf of bicycling, and work to give cyclists the tools, confidence and knowledge they need to be safe and accepted on the road.

Our advocacy successes include convincing TriMet to accommodate bikes on buses, prevailing in a lawsuit to uphold Oregon's Bicycle Bill, protecting the Bicycle Bill from several legislative attacks, and ensuring that countless projects in the Portland Metro area have been built in a way that accommodates bicycles. We engage members directly in our advocacy work, empowering them to speak out on behalf of bicycling in their community.

Our education programs are designed to teach safe cycling practices – and to create a strong sense of community identity among people who ride bikes and people who simply understand that a community where people can ride bikes is a safer, healthier, more vital place.

The BTA's work is powered by members and volunteers. Members provide steady financial support and act as the BTA's eyes and ears in the community, helping to monitor advocacy needs. Volunteers are involved in every aspect of the organization, from office help to event coordination to testifying at public hearings. The BTA also receives funding through individual gifts, corporate sponsorships, contract activities and government and foundation grants.

**Our main contact at the Bicycle Transportation Alliance** will be Lisa Anguilla, Development Director, 618 NW Glisan St #401, Portland, OR 97209 Phone: 503.226.0676, ext. 27 | Fax: 503.226.0498. You will meet Lisa along with Susan Peithman, BTA's Statewide Advocate on June 27th.

Schedule for Grant Writing Capstone: Bicycle Transportation Alliance

Note: This schedule is subject to change

Date	Readings and Class Activities	Assignment due
<b>Week 1</b> June 25	Welcome, Introductions, and Course Overview What is a Senior Capstone? What is grant writing?	
June 27	<p><b>Guest Speakers:</b> Lisa Anguilla, Development Director, and Susan Peithman, Statewide Advocate, Bicycle Transportation Alliance</p> <p><b>Activities:</b> Presentation and Q&amp;A with Lisa and Susan. Begin group selection.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Comb the BTA Website (<a href="http://btaoregon.org/">http://btaoregon.org/</a>)</li> <li>• BTA 2010 Annual Report (available on D2L and through the BTA Website: <a href="http://btaoregon.org/about/#publications">http://btaoregon.org/about/#publications</a> )</li> <li>• Portland’s Bike Plan 2030: Year One Review</li> <li>• <b>BTA Strategic Plan Executive Summary</b> (available on D2L and through the BTA Website: <a href="http://btaoregon.org/about/#publications">http://btaoregon.org/about/#publications</a>)</li> <li>• Recent posts on the BTA blog</li> <li>• Jeff Mapes, “Portland Leads U.S. Cities in Bike-Friendly Culture, Top Cycling Researchers Say.” <i>The Oregonian</i>, March 23, 2011. <a href="http://www.oregonlive.com/portland/index.ssf/2011/03/portland_leads_us_cities_in_bi.html">http://www.oregonlive.com/portland/index.ssf/2011/03/portland_leads_us_cities_in_bi.html</a></li> <li>• Descriptions of Grant Projects</li> <li>• Senior Capstone Student Handbook</li> <li>• Class Syllabus</li> </ul>	<p>1)Assigned Readings</p> <p>2) Prepare at least three observations about the BTA and three questions for Lisa Anguilla and Susan Peithman from the BTA</p> <p>3) Subscribe to the BTA blog on their website: <a href="http://btaoregon.org/blog/">http://btaoregon.org/blog/</a></p>
<b>Week 2</b> July 2	<p><b>Grant Writing Basics</b></p> <ul style="list-style-type: none"> <li>• Introduction to Grant Writing Cycle</li> <li>• Planning for a Successful Proposal</li> </ul> <p><b>Activities:</b> Discussion of <i>Pedaling Revolution</i>; Finalizing groups and begin work on group charters.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque: Diagram of the Proposal Development Process; Principles of Successful Grant Seeking (pages 1-8); Chapter One (pages 11-18)</li> <li>• Sample Grant Proposals and LOIs for BTA funding (on D2L)</li> <li>• Jeff Mapes, Chapters 1 &amp; 5 from <i>Pedaling Revolution: How Cyclists Are Changing American Cities</i></li> <li>• Optional Reading: David Byrne, “This Is How We Ride” <a href="http://www.nytimes.com/2012/05/27/opinion/sunday/this-is-how-we-ride.html?pagewanted=all">http://www.nytimes.com/2012/05/27/opinion/sunday/this-is-how-we-ride.html?pagewanted=all</a></li> </ul>	<p>1) Reflective Writing #1</p> <p>2) Assigned Readings</p>
July 4	<b>No Class</b>	
<b>Week 3</b> July 9	<p><b>MEET AT THE MAIN LIBRARY—ROOM 160</b></p> <p><b>Grant Writing Basics:</b></p> <ul style="list-style-type: none"> <li>• Introduction to researching grants</li> </ul> <p><b>Activity:</b> Library visit to research potential funders; introduce group charters;</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapters Four, Five, and Six (pages 35-74)</li> <li>• Melissa R. Hoffman et. al. “Bicycle Commuter Injury Prevention: It Is Time to Focus on the Environment. <i>The Journal of Trauma Injury, Infection, and Critical Care</i>. Volume 69, Number 5, November 2010.</li> <li>• Policy Link, “The Transportation Prescription: Bold New Ideas for Healthy, Equitable, Transportation Reform in America” <a href="http://www.policylink.org/site/apps/nlnet/content2.aspx?c=IkIXLbMNJrE&amp;b=5136581&amp;ct=7290885">http://www.policylink.org/site/apps/nlnet/content2.aspx?c=IkIXLbMNJrE&amp;b=5136581&amp;ct=7290885</a></li> </ul>	<p>1) Reflective Writing #2</p> <p>2) Assigned Readings</p>

July 11	<p><b>Grant Writing Basics</b></p> <ul style="list-style-type: none"> <li>• Writing a Letter of Inquiry</li> <li>• Types of Grant Applications and components of grant proposals</li> <li>• Establishing contact with funders</li> </ul> <p><b>Activities: GROUP #1 leads discussion</b> of Melissa S. Hoffman and “The Transportation Prescription.” In-class work session on Group Letter of Inquiry and final project work plans.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapter 15 (pages181-186), Chapters 7 &amp; 8 (pages 74-94)</li> <li>• Sample LOI’s (available on D2L)</li> <li>• Review Hoffman et. Al. and PolicyLink readings</li> </ul>	<p>1) Review Assigned Readings for discussion 2) Group Charters due</p>
<p><b>Week 4</b> July 16</p>	<p><b>Grant Writing Basics:</b></p> <ul style="list-style-type: none"> <li>• Establishing Contact with Funders</li> <li>• Composing the Needs Statement</li> <li>• Composing the Project Description</li> </ul> <p><b>Activities: GROUP #2 Leads Discussion</b> on barriers to bicycling. In-Class work session on Purpose and Statement of Need</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapters 9 and 10 (pages 95-122)</li> <li>• Community Cycling Center, “Understanding Barriers to Bicycling: Interim Report” (available online and on D2L) <a href="http://www.communitycyclingcenter.org/index.php/understanding-barriers-to-bicycling/">http://www.communitycyclingcenter.org/index.php/understanding-barriers-to-bicycling/</a></li> <li>• “How a Local Non-Profit Is Breaking Down Biking’s Color Barrier” BikePortland. April 19, 2010. <a href="http://bikeportland.org/2010/04/19/how-the-ccc-hopes-to-break-down-bikings-color-barrier-32084">http://bikeportland.org/2010/04/19/how-the-ccc-hopes-to-break-down-bikings-color-barrier-32084</a></li> <li>• Catherine R. Emond et. al. “Explaining Gender Differences in Bicycling Behavior.” <i>Transportation Research Record</i>. Volume 2125, 2009. (Available on D2L)</li> <li>• Linda Baker. “How to Get More Bicyclists on the Road: To Boost urban bicycling, figure out what women want.” <i>Scientific American</i>, October 16, 2009 (Available on D2L).</li> </ul>	<p>1) Reflective Writing #3 2) Individual draft of Letter of Inquiry (checked off, but not turned in) 3) Assigned Readings</p>
July 18	<p><b>Mid-Quarter check in with Community Partner</b></p> <p><b>Activities: Group Work Session</b></p>	<p>1) Final project work plan including profiles for four potential funders 2) Individual draft of Statement of Needs Statement and Project Statement (checked off, but not</p>
<p><b>Week 5</b> July 23</p>	<p><b>Visit to the BTA and Volunteer Activity</b>—Class meets at the BTA, NW Glisan St #401, Portland, OR 97209 Phone: 503.226.0676</p>	<p>1) Reflective Writing #3 2) Group Letter of Inquiry to turn in. [The LOI will not be graded at this stage, but I will provide feedback]</p>

July 25	<p><b>Grant Writing Basics</b></p> <ul style="list-style-type: none"> <li>• Qualifications</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Group work session</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapter Thirteen (pages 163-170)</li> </ul>	<p>1) Assigned Readings 2) Group Draft of Statement of Need and Project Description (to turn in for feedback)</p>
<p><b>Week 6</b> July 30</p>	<p><b>Grant Writing Basics</b></p> <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Sustainability</li> </ul> <p><b>Activities:</b> <b>GROUP # 3 leads discussion</b> Bike Transport and economics—various perspectives. <b>Peer Review of Grant Proposals</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapter 11 (pages 123-136)</li> <li>• Thomas Gotschi. Costs and Benefits of Bicycling Investments in Portland, Oregon.” <i>Journal of Physical Activity and Health</i>, 2011. (Available on D2L)</li> <li>• American Public Health Association. “The Hidden Costs of Transportation” (available on D2L)</li> </ul>	<p>1) Reflective Writing #4 2) Draft of Final Grant Proposal due for peer review 3) Individual notes for draft of Qualifications (checked off, but not turned in) 4) Assigned Readings</p>
August 1	<p><b>Grant Writing Basics</b></p> <ul style="list-style-type: none"> <li>• Budget</li> </ul> <p><b>Activities:</b> In-class work session</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapter 12 (pages 137-162)</li> </ul>	<p>1) Assigned Readings 2) Clipping File Due</p>
<p><b>Week 7</b> August 6</p>	<p><b>Grant Writing Basics</b></p> <ul style="list-style-type: none"> <li>• Title page, abstract, and supplemental materials</li> </ul> <p><b>Activity:</b> <b>GROUP # 4 leads discussion.</b> View film. Peer Editing of Final Grant Proposals</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapter Fourteen (171-180)</li> </ul>	<p>1) Reflective Writing #5 2) Revised draft of Final Grant Proposal and Budget to turn in 3) Assigned Reading</p>
August 8	<p><b>Grant Writing Basics:</b></p> <ul style="list-style-type: none"> <li>• Packaging your proposal</li> <li>• Revising your proposal</li> </ul> <p><b>Activity:</b> In-class work session</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Howlett and Bourque, Chapter Sixteen (pages 187-194)</li> </ul>	<p>1) Assigned Readings</p>
<p><b>Week 8</b> August 13</p>	<p><b>Grant Writing Basics:</b></p> <ul style="list-style-type: none"> <li>• Federal Grants</li> </ul> <p><b>Activities:</b> In-class work session. Prep for Community Partner Presentations</p>	<p><b>Final Copies of Grant Proposal Due (2 hard copies and 1 electronic copy)</b></p>
August 15	<p>Presentations to the community partner</p>	<p>Peer and Self Assessment due in d2l dropbox by 5 pm. <b>All materials must be turned in by 5 pm on August 15</b></p>