



Grant Writing for Animals: Shelter Pets

Spring 2018 Fully Online 10-Week Course

UNST 421-507/CRN 64552 - 6 credits

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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 [West Columbia Gorge Humane Society](#) to further its goals of ending unnecessary euthanasia of healthy or treatable companion animals in the community and finding them a permanent, loving home.

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 pet shelters and euthanasia policies. The end project will be a portfolio of grant proposals addressing the current needs of the community partner.

***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.**

Community Partner



The West Columbia Gorge Humane Society (WCGHS) is dedicated to the mission of ending unnecessary euthanasia of healthy or treatable companion animals and finding them permanent, loving homes.

It is an independent, 501(c)(3) non-profit, no-kill animal shelter in Washougal, Washington. Established in 1994, our programs and services are carried out by a mostly volunteer staff dedicated to caring for animals and finding them forever homes. We operate both a cat shelter and a dog shelter, as well as an extensive foster home program and other programs to support animals in the local community. The WCGHS' long term goal is to make Clark County the first no-kill county in the State of Washington by implementing several programs that are part of the no-kill equation.

Goals, Objectives, Outcomes

The GOALS for this Capstone are as follows:

- To provide PSU Capstone students with a personally, academically, professionally and creatively diverse service-learning opportunity; and
- To further the missions of 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 University Studies goals of communication, critical thinking, variety of human experience (diversity), and ethics and social responsibility, and are as follows:

- To promote students' larger understanding of the social, cultural and ethical issues presented by pet overpopulation and the no-kill movement (*social and ethical responsibility, diversity, equity, and social justice*).
- 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 classroom community and with the community partner (*variety of human experience, diversity, equity and social justice, communication*).

- To increase students' interviewing, research, problem-solving, and organizational skills (*critical thinking*).
- To increase students' proficiency in technology, including multi-modal software programs such as Desire2Learn, Flipgrid, Google Platforms, Collaborate, and research databases.
- 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 pet overpopulation and various perspectives.
- 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 no-kill 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 pet overpopulation.

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.

Group Meetings Outside of Class

This will be a collaborative grant writing process, so each team is expected to collaborate and communicate effectively with each other throughout the term. If all team members are on campus, it is strongly suggested that you set up a time to meet in person (at least weekly) to review and work on the various assignments, research, and grant writing components. If in-person meetings are not possible, please use 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 non-human animals 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 in our community. 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 classroom and produce work that has community impact.

Collaboration

In service-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 half credit. 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

Students needing an accommodation pursuant to federal, state, or institutional education regulations should immediately inform the course instructor. 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) 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. **Available on 2-Hour Reserve at PSU Library Circulation Desk (LB2825.H223 2011)** Howlett, S. (2011). *Getting Funded: The Complete Guide to Writing Grant Proposals (5th Edition)*. Seattle: Word & Raby Publishing.
2. **Available electronically at no cost via PSU online library or USE THIS LINK** - Winograd, N.J. (2009). *Redemption: The myth of pet overpopulation and the no kill revolution in America*. Second Edition. www.almadenbooks.com: Almaden.

Recommended Reading (Below is suggested supplemental reading, not required for class):

Harbolt, T. (2003). *Bridging the Bond: The cultural construction of the shelter pet*. West Lafayette, Indiana: Purdue University Press.

Koch, D. (2009). *How to Say It: Grantwriting: Write proposals that Grantmakers want to Fund*. Penguin Group Publishing.

Carlson, M. (1995). *Winning grants step by step*. San Francisco: Jossey Bass.
(Contains worksheets that lead the writer through a structured process for composing each section of the basic grant proposal.)

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.

Breakdown of Grade	Points Available
Individual Component	85 points
Class Discussions	60 points
Team Contribution	55 points
Final Portfolio	75 points
Total	275 points

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 – **30 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: 60 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 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 10 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 the others 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 discussion board – **5 points**
- c. Submitting your first draft proposal on time and in complete, detailed format – **20 points**
- d. Working in teams to turn in weekly grant portions; and showing evidence of having actively participated in team discussions and assignments – **up to 20 points (5 points/week)**

Final Portfolio: 75 points

The Capstone final portfolio is a grant proposal addressing the current needs of the organization and a multimedia presentation 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 which produced this particular grant, unless there is evidence that one particular group member did not fulfill his or her contractual obligations to the group in which case that member may be assigned a different grade.

– 50 points

Presentation: In addition to the proposal, teams will also celebrate their achievements and demonstrate their work during the term by developing a slide presentation for board members using multimedia of their choice, including Voicethread, Google Slides, PowerPoint, or Prezi. Presentations will be available as a resource for future Capstone courses and to interested students/faculty throughout the University. **– 25 points.**

***SPRING 2018 CLASS SCHEDULE: SUBJECT TO CHANGE – CHECK D2L!**

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

Readings:

- Syllabus
- Capstone Handbook
- Getting Funded Textbook: “Principles of Effective Grantseeking” and Chapters 1, 2, and 3 (pp. 1-34)
- Winograd, pp. 1-50
- West Columbia Gorge Humane Society website: www.wcghs.org

Start Date	Group Work	Individual Work
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<p>Monday April 2nd</p>	<p>Introductions Review Syllabus & Term Planning Introduction to Community Partner Begin Team Selection Process</p>	<ul style="list-style-type: none"> -Introduction and Skills Survey -Upload profile picture -Start Forming Teams (see discussion in D2L) -Getting Funded Reading Response -Advice Reflection -Student Orientation to Online Learning (if this is one of your first online classes)
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Week 2: Learning about our Community Partner/Setting Goals With Your Team/Organization Description

Readings:

- Getting Funded Chapters 8 and 9 (pp. 81-102)
- Winograd, pp. 51-88

Start Date	Group Work	Individual Work
Monday April 9 th	<p>Getting to Know the Community Partner Introduce your Team to the Class Team Charter (download from D2L) Organization Description</p>	<ul style="list-style-type: none"> -Discussion: Week 2 Topic -Getting Funded Reading Response

Week 3: Understanding the Proposal/Finding Funders/Statement of Need

Readings:

- Getting Funded Ch. 4, 5, 6, 7, and 10 (pp. 37-78 and 108-122)
- Winograd, pp. 89-127

Start Date	Group Work	Individual Work
Monday April 16 th	<p>Foundation Center Introduction to Finding Funders Developing the Statement of Need</p>	<ul style="list-style-type: none"> -Identifying Possible Grant Donors in the library (on your own) -Grant Donor Profile (each person submits one) -Getting Funded Reading Response -Questions for Community Partner

Week 4: Matching Funders to Projects/Proposal Goals and Objectives

Readings:

- Getting Funded: Ch. 11 and 13 (pp. 123-135 and 163-169)
- Winograd, pp. 128-178

Start Date	Group Work	Individual Work
Monday April 23 rd	Goals & Objectives List 3-4 funders from database search (have one person from your group enter the information on the Google Doc link)	-Discussion: Week 4 Topic -Getting Funded Reading Response

Week 5: The Writing Process Continued**Readings:**

- Getting Funded: Ch. 12 and 14 (pp. 137-162 and 171-179)
- Winograd, pp. 179-end

Start Date	Group Work	Individual Work
Monday April 30 th	Evaluation Plan (Qualitative and Quantitative) Budget & Budget Narrative	-Getting Funded Reading Response -Discussion: Week 5 Topic

Week 6: Completing the First Draft and Executive Summary**Readings: Getting Funded: Ch. 15, 16, 17 (pp. 181-209)**

Start Date	Group Work	Individual Work
Monday May 7 th	First Draft of Proposal including Executive Summary	-Discussion: Week 6 Topic -Getting Funded Reading Response

Week 7: Peer Reviews**Readings: Grant Reviewers Handbook (online)**

Start Date	Group Work	Individual Work
Monday May 14 th	Work on any Proposal Edits	-Cross-Team Feedback on First Draft Proposals -Discussion: Week 7 Topic

Week 8: Packaging the Proposal**Readings: Review Materials**

Date	Group Work	Individual Work
Monday May 21 st	Edit your proposal using peer and instructor feedback and submit it to the dropbox for Final Proposals Plan Presentation for Community Partner	-Discussion: Week 8 Topic
<i>Week 9: Preparing for Presentations</i>		
Date	Group Work	Individual Work
Monday May 28 th	Federal and other types of grants Editing Consultations Online, if needed Editing and Revision of Final Grant Proposals Submit Presentation for Community Partner	-Course Evaluations -Review of University Studies Goals
<i>Week 10: Presentations of Grants</i>		
Monday June 4 th	Give Proposals to Community Partner Submit Final Proposal (if changes made)	Group Experience Reflection

Grantwriting for Animals Assignments, Due Dates, and Points
All late submissions will be docked 10% of the point value per day.

Assignment	Due Date	Point Value	Grade Category
Week 1: Upload Profile Photo	Sunday, April 8 th	-	Individual
Online Introduction and Skills Survey	Sunday, April 8 th	5	Individual
Advice Reflection	Sunday, April 8 th	5	Individual
Getting Funded Reading Response Form	Sunday, April 8 th	5	Individual
Week 2: Online Discussion	All week long	10	Class
Organization Description	Sunday, April 15 th	5	Team
Team Charter	Sunday, April 15 th	10	Team
Getting Funded Reading Response Form	Sunday, April 15 th	5	Individual

Week 3: Online Discussion - Not Graded This Week	All week long		Individual
Grant Donor Profile	Sunday, April 22 nd	10	Team
Library Research – Foundation Directory	Sunday, April 22 nd	-	Class
List Top 3-5 Funders from Library Search	Sunday, April 22 nd	5	Team
Statement of Need	Sunday, April 22 nd	5	Team
Getting Funded Reading Response Form	Sunday, April 22 nd	5	Individual
Week 4: Online Discussion	All week long	10	Class
Goals & Objectives	Sunday, April 29 th	5	Team
Getting Funded Reading Response Form	Sunday, April 29 th	5	Individual
Week 5: Online Discussion	All week long	10	Class
Evaluation & Budget	Sunday, May 6 th	5	Team
Getting Funded Reading Response Form	Sunday, May 6 th	5	Individual
Week 6: Online Discussion	All week long	10	Class
Peer and Group Check In	All week long		Team
First Draft Proposal, including Executive Summary	Sunday, May 13 th	20	Team
Getting Funded Reading Response Form	Sunday, May 13 th	5	Individual
Week 7: Online Discussion	All week long	10	Class
Peer Review Feedback on Another Group's Proposal	Sunday, May 20 th	10	Individual
Cover Letter and Title Page	Sunday, May 20 th	5	Team
Week 8: Online Discussion	All week long	10	Class
Submit Final Grant Proposal	Sunday, May 27 th	50	Final Product
Week 9: No Online Discussion			
Course Evaluations Online	Sunday, June 3 rd	bonus	Individual
Submit Final Presentation	Sunday, June 3 rd	25	Team
Week 10: Submit Final Presentations	Tuesday, June 10 th		Team
Final Group Assessment and Reflection	Sunday, June 10 th	25	Individual