

## COURSE INFORMATION

### **INSC 559: Grant Development for Information Professionals**

#### **Spring 2021: Syllabus**

**Class Meetings: Friday, 6:30 – 9:10 pm (ET) on ZOOM**

**ZOOM Course ID/Link:** <https://tennessee.zoom.us/j/95803234785>

(Password Available in Canvas Announcements)

#### **Faculty Contact Information**

- Professor Joy M. Doan (she/her/hers)
- Email: [jdoan3@utk.edu](mailto:jdoan3@utk.edu)
- School of Information Sciences  
1345 Circle Park Dr.  
Knoxville, TN 37996-0341
- <https://sis.utk.edu/profile/joy-m-doan>
- Quick Q&A: 15-min Before/After Class
- Office Hours: By appointment via Zoom

#### **SIS Office Information**

- 451 Communications Bldg.  
1345 Circle Park Drive  
Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

#### **Welcome Statement**

Welcome to INSC 559: Grant Development for Information Professionals. In this course, you will be introduced to the world of grant writing and develop important skills to help you write successful grants for your library/information organization. By the end of the semester, you will have completed a project proposal requesting funding for a project you are passionate about. The hope is that you will leave the course with a strong sense of how to approach securing funding for your institution, as well as a tangible product (a completed proposal) that you can modify and submit to the agency of your choice in your current or future role as an information professional.

## COURSE INFORMATION

#### **Catalog Description**

Develops grant-writing and strategic relationship management skills for information professionals who may benefit from external funding opportunities and proposals. Creates and manages community partnerships to provide innovative information services to various

constituencies such as underserved populations, public libraries, special libraries, and others in diverse information-related environments.

### **Additional Information**

This course focuses on all aspects of grant development for library and information sciences (LIS) professionals. Students will gain practical experience and knowledge in grant writing as they build their skills in the grant-seeking process, including locating and evaluating grant opportunities, building relationships with funding agencies, analyzing the needs of the grant-seeking institution and the community at large, identifying and building key partnerships within the community, developing a grant proposal, and building a grant budget. Particular focus is given to developing community partnerships across different types of libraries, information agencies, community organizations, funders, local business and industry, the government sector, and telecommunication services to address the needs of diverse, multicultural communities in contemporary American society.

### **Student Learning Outcomes**

In the context of limited funding and budget constraints on library spending, it is imperative for new LIS graduates to assume responsibility and develop practical skills for seeking out and implementing externally-funded grant projects. Part of the process involves critically examining strategic planning and relational management skills to develop successful grant proposals across different information environments. In particular, this course explores the strategy of developing community partnerships as part of hypothetical grant-writing activities. *All course expectations and assignments are designed toward writing a grant proposal that students can submit to a funding agency after the semester ends, based on specific deadlines.*

By the completion of this course, the student will:

- Recognize the role of strategic relational management in developing successful externally-funded grant projects;
- Develop understanding of the grant-writing process and increase competency in grant-writing skills;
- Translate audience needs into a service plan to create innovative information services that will be represented in a well-written grant project;
- Include a completed grant proposal in their professional portfolio that may lead to positive job opportunities and prospective career development.

### **Course Design**

The course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings are listed in the **Course Outline** section of this syllabus. Optional readings are also provided. While not required, you may find it helpful to consult these optional readings when completing select assignments.

The design of this course will help nurture individual passion, interests, and strengths, while at the same time, making the entire experience worthwhile for us all. The course sessions consist of lectures, demonstrations, discussions, and worksheet sessions that will help each student develop an individualized grant project that can be implemented in future professional settings. Students are encouraged to actually submit their grant proposals, based on the deadlines for their selected funding agency.

## Required Texts

**There are no required texts for this class.** This course will include required online readings which will be available in Canvas, either as links to the library holdings or placed on the Canvas interface as pdf files. Although there is no required text, students are encouraged to consider purchasing one or more of the books listed in Recommended Texts for future reference. All of these texts provide valuable guidance for information professionals who are approaching the world of grant funding.

## Recommended Texts

Readings will come from a variety of sources including the following texts:

- Clark, R. C. & Carter, K. F. (2019). Successful grant applications. *Nursing*, 49(2), 55–58. doi: 10.1097/01.NURSE.0000552701.73372.b4.
- Edmunds Otter, M. L., Wright, J. M., & King, N. V. (2017). Developing the Librarians' Role in Supporting Grant Applications and Reducing Waste in Research: Outcomes From a Literature Review and Survey in the NIHR Research Design Service. *New Review of Academic Librarianship*, 23(2/3), 258–274. <https://doi-org.proxy.lib.utk.edu/10.1080/13614533.2017.1330219>.
- Dowd, S. (Ed.). (2013). *Beyond book sales: The complete guide to raising real money for your library*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.utk.edu>.
- Dumas, E., & Smallwood, C. (2010). *The frugal librarian: Thriving in tough economic times*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.utk.edu>.
- Gerding, S.K. & MacKellar, P.H. (2017). *Winning Grants: A How-To-Do-It Manual for Librarians*. 2<sup>nd</sup> ed. Chicago: Neal-Schuman Publishers, an imprint of the American Library Association.
- Landau, H. B. (2010). *Winning library grant: A game plan*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.utk.edu>.
- Lowe-Wincentsen, D. (Ed.). (2014). *Skills to make a librarian: Transferable skills inside and outside the library*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.utk.edu>.
- Maxwell, N. K. (2012). *Grant money through collaborative partnerships*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.utk.edu>.
- Maxwell, N. K. (Ed.). (2014). *The ala book of library grant money*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.utk.edu>.
- Porter, R. (2007). Why academics have a hard time writing good grant proposals. *Journal of Research Administration*, 38(2), 161+.

[https://link.gale.com/apps/doc/A174322828/AONE?u=tel\\_a\\_utl&sid=AONE&xid=92e1db68](https://link.gale.com/apps/doc/A174322828/AONE?u=tel_a_utl&sid=AONE&xid=92e1db68).

- Rodriguez-Kiino Ph.D., D. (Academic). (2018). *The grant writing process step 1: grant selection & networking* [Video]. SAGE Research Methods Video: Practical Research and Academic Skills <https://www-doi-org.proxy.lib.utk.edu/10.4135/9781526442840>.
- \_\_\_\_\_. *The grant writing process step 2: project planning & design* [Video]. SAGE Research Methods Video: Practical Research and Academic Skills <https://www-doi-org.proxy.lib.utk.edu/10.4135/9781526442857>.
- \_\_\_\_\_. *The grant writing process step 3: evaluation & submission* [Video]. SAGE Research Methods Video: Practical Research and Academic Skills <https://www-doi-org.proxy.lib.utk.edu/10.4135/9781526442864>.
- Staines, G. M. (2010). *Go get that grant!: A practical guide for libraries and nonprofit organizations*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.utk.edu>.

Also recommended is a style handbook of your choice (APA, 7<sup>th</sup> ed. or Chicago Manual of Style, 17<sup>th</sup> ed.).

## COMMUNICATION

### Email

E-mail is always a reliable way to contact me and I check it regularly. I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

### Instructor Availability

I will arrive 15-minutes before class begins and remain after class 15-minutes to answer any immediate, generalized questions. Additionally, please feel free to make an appointment with me via Zoom to ask questions or share ideas. **Appointments may be scheduled by emailing me at [jdoan3@utk.edu](mailto:jdoan3@utk.edu).**

## COMPUTING REQUIREMENTS AND RESOURCES

### Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

### **Technical Support**

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

### **Course Resources**

Class materials, including the syllabus, assignments, readings and Powerpoints from lectures, will be posted in Canvas. All assignments should be submitted through Canvas.

Helpful links:

[Getting Started with Zoom](#)

[Online@UT \(Canvas\)](#)

[UT Library](#)

[Information for Distance Education](#)

[UT Research Guides](#)

[UT Libraries Subject Librarians](#)

## **COURSE ATTENDANCE AND PARTICIPATION POLICIES**

### **Learner Expectations**

The following are broad expectations for student behavior:

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

### **Instructor Expectations**

Students can expect the following from me as an instructor:

- Be prepared for all classes
- Evaluate all students fairly and equitably
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

### **Attendance and Participation**

Regular attendance is required and necessary. There will be various opportunities for extra credit points from in-class exercises.

Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

### **Inclement Weather**

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>.” SIS will cancel classes when UT is closed. Please check the SIS student listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) for messages about closing.

## **ADDITIONAL POLICIES AND POINTS OF INFORMATION**

### **Disabilities that may Impede Learning**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

### **Civility**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of

the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

### **CCI Diversity Statement**

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

### **Instructor Status as a Title IX Mandatory Reporter**

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit [titleix.utk.edu](http://titleix.utk.edu).

## **ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS**

### **Academic Integrity**

Students should be familiar and maintain their *Academic Integrity* described in <https://hilltopics.utk.edu/academics/>, p. 15 as: "*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*"

Students should abide by the **Honor Statement** (<https://hilltopics.utk.edu/student-code-of-conduct/> Section X. Honor Statement)

*"As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."*

## **Plagiarism**

Statement about plagiarism and penalties, e.g.,

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

*Specific examples of plagiarism are:*

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

## **Assignments and Grading**

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

## **Preparation of Written Work**

- Either APA or Chicago documentation styles.
- All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).
- All assignments must be word-processed and **include your name**, date, and class number (INSC 559).



## Due Dates and Late Assignments

Assignments should be submitted to the “assignments” area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus.

- One (1) point will be deducted for each 24-hour hour period the assignment is not turned in.
- Late assignments may be turned in up to five (5) days after the official due date. After the fifth (5<sup>th</sup>) day, late assignments won't be accepted, unless you've made arrangements with the instructor prior to the original due date.

## Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## Assigning Grades

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale below for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

## Evaluation

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.

F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

### Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

### MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.

7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

**Assignments: Descriptions, Due Dates, and Program Outcomes for SLC**

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<b>Assignment</b>	<b>MSIS Program Outcome</b>
<b>Assignment One: Student Information Worksheet</b>	
<b>Assignment Two: Grant Proposal Case Study Review</b>	
<b>Assignment Three: Activities</b>	
<b>Assignment Four: Applicant Organization Identification and Community Scan</b>	<b>5</b>
<b>Assignment Five: Grant Selection Exercise</b>	
<b>Assignment Six: Preliminary Proposal</b>	<b>3</b>
<b>Assignment Seven: Grant Proposal Summary and PowerPoint Presentation</b>	
<b>Assignment Eight: Final Grant Proposal</b>	<b>8, 9</b>

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

<b>Assignment</b>	<b>Value</b>	<b>Due Date</b>
<b>1. Student Information Worksheet</b>	<b>3%</b>	<b>Wed, Jan 27</b>
<b>2. Grant Proposal Case Study Review</b>	<b>10%</b>	<b>Wed, Feb 10</b>
<b>3. Activities :</b> <b>Activity 1: One-Pager &amp; Elevator Speech</b> <b>Activity 2: Peer Review of Prelim. Proposals</b> <b>Activity 3: Graphics</b>	<b>15%</b> <b>(5% for each activity)</b>	<b>Fri, Feb 19</b> <b>Fri, Mar 26</b> <b>Wed, Apr 7</b>
<b>4. Applicant Organization Identification and Community Scan</b>	<b>10%</b>	<b>Wed, Feb 24</b>
<b>5. Grant Selection Exercise</b>	<b>10%</b>	<b>Wed, Mar 3</b>
<b>6. Preliminary Proposal</b>	<b>15%</b>	<b>Wed, Mar 10 (1<sup>st</sup> draft)</b>

Assignment	Value	Due Date
		<b>Wed, Mar 31 (2<sup>nd</sup> draft)</b>
<b>7. Grant Proposal Summary and PowerPoint Presentation</b>	<b>15%</b>	<b>Fri, Apr 23</b>
<b>8. Final Grant Proposal</b>	<b>22%</b>	<b>Wed, May 5</b>
<b>TOTAL</b>	<b>100</b>	

Assignment One Description	Value	Due Date
<b>Student Information Worksheet</b>	<b>3%</b>	<b>Jan 27, 2021</b>
<p>DESCRIPTION: Student will fill out the Student Information Worksheet and will be assigned to in-class groups based on their interests and graduate study focus. Questions to be answered include the following:</p> <ul style="list-style-type: none"> <li>• Name of Student</li> <li>• Focus of Student Graduate Work (Public Libraries, Academic Libraries, Museums, School Libraries, Special Libraries, Other)</li> <li>• Current degree semester (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, etc.)</li> <li>• City and State of current residence</li> <li>• Current place of employment, if any</li> <li>• Previous grant writing experience</li> <li>• Class expectations</li> <li>• Any ideas for grant proposal topics (optional)</li> <li>• Anything else you would like to add</li> </ul>		

Assignment Two Description	Value	Due Date
<b>Grant Proposal Case Study Review</b>	<b>10%</b>	<b>Feb 10, 2021</b>
DESCRIPTION: Students will discuss this assignment with their assigned group during class, and will complete the assignment individually outside of class hours. Students are encouraged to collaborate and		

Assignment Two Description	Value	Due Date
<p>discuss the grant review with one another, but the review to be turned in must be individually completed, in the own words of each individual student.</p> <p>Your group will be assigned one grant proposal from the sample applications presented in one of the following library-related program categories of the Institute of Museum and Library Services (<a href="http://www.ims.gov">www.ims.gov</a>). Assume you are the reviewer of the grant proposal and present your critical review of the application according to the major criteria listed under the Review Criteria section in the grant solicitation against which each proposal is judged. Read through key areas of the selected application repeatedly, and ask whether the answers to the questions below are clear, even to a non-librarian.</p> <ul style="list-style-type: none"> <li>• Laura Bush 21<sup>st</sup> Century Librarian Program <a href="https://www.ims.gov/sites/default/files/fy20-ols-lb21-nofo.pdf">https://www.ims.gov/sites/default/files/fy20-ols-lb21-nofo.pdf</a></li> <li>• National Leadership Grant <a href="https://www.ims.gov/sites/default/files/fy20-ols-nlgl-nofo.pdf">https://www.ims.gov/sites/default/files/fy20-ols-nlgl-nofo.pdf</a></li> </ul>		

Assignment Three Description	Value	Due Date
<p><b>Activities: 3 total</b></p>	<p><b>15% total (5% each)</b></p>	<p><b>Feb 19, 2021 Mar 26, 2021 Apr 7, 2021</b></p>
<p>DESCRIPTION: The materials from these activities must be deposited in Canvas by the assigned dates and carry 5% of the total grade each.</p> <p>The grade for these activities is for meeting the expectation by the deadline and presenting/discussing the relevant portions of the activity with their group during the breakout sessions. Students will need to prepare in advance before class time to develop the</p>		

Assignment Three Description	Value	Due Date
<p>content for each assignment. This will help them to make best use in sharing key aspects about their activity during the time of the breakout session.</p> <p><b>Activity 1: One-Pager and Elevator Speech, due Feb. 19th</b></p> <p>In this activity, you will compose a one-page document that communicates the key features of your project in an attractive way, which you will present to your group in a short speech (anywhere from 90 seconds to 3 minutes). Think of this as your opportunity to <i>sell</i> your project to the funder.</p> <p>Your one-pager/speech should be arranged into the following rough sections (modified as you see fit):</p> <ol style="list-style-type: none"> <li>1) Introduction (What’s the problem?)</li> <li>2) Solution (What will your proposed project do to solve the problem, in 3-5 sentences?)</li> <li>3) Why your organization?</li> <li>4) What is your request?</li> <li>5) What is the impact (what’s in it for the funder?)</li> </ol> <p>You will present the activity in class, and then turn in the materials you created for the speech in Canvas. This can be in the form of either a one-page-or-less synopsis outlined into the suggested sections, or in the form of a Powerpoint presentation (up to 5 slides).</p> <p>Links to guidance or further reading on elevator speeches will be posted in Canvas.</p> <p><b>Activity 2: Peer Review of Preliminary Proposals, due Mar 26th</b></p> <p>In this activity you will randomly and anonymously be assigned to review two of your peers’ 2-page preliminary proposals. Using what you learned in Assignment Two: Grant Proposal Case Study, please review your peers’ proposals based on the following</p>		

Assignment Three Description	Value	Due Date
<p>questions from IMLS' review criteria for Laura Bush 21<sup>st</sup> Century and National Leadership preliminary proposals:</p> <ul style="list-style-type: none"> <li>• In what ways does the proposal address the indicators of successful projects (Impact, Significance, Strategic Collaborations, &amp; Demonstrated Expertise)?</li> <li>• What components are in place to ensure successful implementation? What recommendations do you have for improving the proposal?</li> </ul> <p>These criteria will be further discussed in class. This review does not need to be as thorough as the one you completed for Assignment Two. It should be one page or less double spaced. Please remember that your peer will be seeing this review. Although suggestions for improvement are always helpful, I ask that all criticism be constructive.</p> <p>Students will discuss the review process in their breakout sessions in class. The peers in your group are not necessarily the peers whose proposals you have reviewed, or who have reviewed yours. Rather than discussing specific aspects of the proposals, the group activity will be centered around identifying themes for areas of success and improvement in the proposals—what worked, and what didn't? What did you learn that will help you as you develop your own full proposal?</p> <p><b>Activity 3: Graphics, due Apr 7<sup>th</sup></b></p> <p>Graphics are highly recommended in grant proposals in order to break up the text and help reviewers quickly understand your major points and themes. In this activity you will create a minimum of one graphic that communicates key concepts in your grant proposal, and present these graphics to your small groups. These graphics do not require illustration software; they can be created in Word or Powerpoint (although Adobe Photoshop, etc. may also be used). These graphics do</p>		

<b>Assignment Three Description</b>	<b>Value</b>	<b>Due Date</b>
not have to be included in your final grant proposal, although you may find that you want to use them if you eventually submit your proposal to an agency after the completion of the class. Helpful guidelines and links to sample graphics done well will be posted in Canvas, as well as discussed in class.		

<b>Assignment Four Description</b>	<b>Value</b>	<b>Due Date</b>
<b>Applicant Organization Identification and Community Scan</b>	<b>10%</b>	<b>February 24, 2021</b>
<p>DESCRIPTION: Assume you are a librarian or information professional working in a library or information-related setting. For some of you this will be the library or information-related setting in which you currently work. For others, you will want to choose a specific library or information-related setting that is of interest to you. For example, you may choose to assume you are working for a local public library, a school library system, a local academic library, the technology office of a company, a software design office, or a web development agency.</p> <p>For this assignment, identify a potential target audience for a new service or program offered by your information-related organization that will require external grant funding, and develop a plan for providing that service or program.</p> <ol style="list-style-type: none"> <li>1. Identify your library/information-related setting and briefly describe the community it serves. This description should provide a broad economic and demographic overview of the community, with attention devoted to the presence of specific groups based on class, race and ethnicity, gender, sexual orientation, age,</li> </ol>		



Assignment Four Description	Value	Due Date
<p>physical disability, and/or other variables relevant to your project and service plan. You might discuss, for example, whether or not a high percentage of your target audience lives in rural, underserved areas, or if there are a high number of residents for whom English is a second language. This section does not need to be specific to one target group—it should be a discussion of the community as a whole.</p> <p>2. Identify a specific service target group within this community, the need the library or information-related service will address, and the benefit that will accrue to the group and the community as a result of the library or information-related service. This section must be specific. For example, the target group might be gay and lesbian young adults, and their need for information to help them cope with their emerging sexual identity and orientation in a rural environment. You need to fully explain the condition of the target group that gives rise to the need, and you must fully conceptualize and describe the information or service need arising from that condition. While thinking about how you will describe this need to potential funders, answer the following questions:</p> <ul style="list-style-type: none"> <li>• What aspects of the target group’s condition/situation give rise to the need for the information or service?</li> <li>• What obstacles (social, cultural, and institutional) stand in the way of those needs being satisfied?</li> <li>• How can the library or information-related setting help? Why is the library or information-related setting well-suited to serve this group and its specific need?</li> </ul>		

Assignment Four Description	Value	Due Date
<ul style="list-style-type: none"> <li>• What is the general nature of the benefit that the target group, and as a result community as a whole, will receive? What are the outcomes? In other words, justify the service to be provided and the library or information-related setting's role in providing it.</li> <li>• What other community organizations might serve as allies (partners) either as direct service providers or as a means to reach the service target group?</li> </ul>		

Assignment Five Description	Value	Due Date
<b>Grant Selection Exercise</b>	<b>10%</b>	<b>Mar 3, 2021</b>
<p>DESCRIPTION: Identify three grants for which the applicant organization meets the Request for Proposal (RFP) guidelines. Complete a comparative analysis for the three grants for the following: 1) grant focus area(s); 2) number of grants to be awarded; 3) matching funds requirement; 4) amount of time to prepare grant between announcement and submission; 5) partnership requirements; 6) amount of funding available; 7) time frame of grant (1 year, 2 years, etc); and 8) type of grant (operations, project based, research, or combination)</p> <p>This analysis should be completed in a table or spreadsheet. List the grants along the top of the table (with URL inks, if available) and the items for comparison down the left side. This table/spreadsheet should print on an 8 ½ by 11 size page set in portrait orientation. Please highlight the title of the grant that you feel would be your best option for your selected project.</p>		

Assignment Six Description	Value	Due Date
<p><b>Preliminary Proposal</b></p>	<p><b>15%</b></p>	<p><b>Mar 10, 2021—1<sup>st</sup> draft</b></p> <p><b>March 31, 2021—2<sup>nd</sup> draft</b></p>
<p>DESCRIPTION: Many agencies require a preliminary proposal (also called a letter of intent, letter of inquiry, white paper, etc.), which is a short document summarizing your project. If the agency is interested in seeing more, they will invite you to submit a full proposal.</p> <p>For this assignment, you will complete a preliminary proposal (2 pages, single spaced) with the following sections (based on IMLS’s Laura Bush 21<sup>st</sup> Century Librarian guidelines):</p> <ol style="list-style-type: none"> <li>1) Statement of Need</li> <li>2) Project Design</li> <li>3) Diversity Plan</li> <li>4) Impact</li> <li>5) Budget Summary Paragraph</li> </ol> <p>Use at least 0.5-inch margins on all sides and a font size of at least twelve points. Include a project title at the top of the first page. In the first few sentences of your proposal, provide a summary that includes the: name of the lead applicant organization; partner organizations; and main goal of the project. You may cite any references on an additional page (limit one additional page).</p> <p><b>(Failure to adhere to these specifications will result in points deducted from your grade).</b></p> <p>There will be two deadlines for this assignment: The first draft will be due March 10<sup>th</sup>, after which you will receive feedback from the instructor and a review from your peers. The second draft will be due on March 31<sup>st</sup>. Although your grade for this assignment will be based on the content of the second draft, points will be</p>		

<b>Assignment Six Description</b>	<b>Value</b>	<b>Due Date</b>
deducted for failure to submit a first draft, or for turning it in late.		

<b>Assignment Seven Description</b>	<b>Value</b>	<b>Due Date</b>
<b>Grant Proposal Summary and PowerPoint Presentation</b>	<b>15%</b>	<b>Apr 23, 2021</b>
DESCRIPTION: Write the abstract/summary for your grant (1 page or less, single spaced) using the guidelines provided in Canvas. Then, create a presentation on your grant project based on the summary components. Presentations will be given during class on 4/15 and 4/22 and should last no longer than 7 minutes. The summary and PowerPoints should be deposited to Canvas no later than April 22. Of the 15% grade value, the abstract/summary will count 10% and the PowerPoint presentation will count 5%.		

<b>Assignment Eight Description</b>	<b>Value</b>	<b>Due Date</b>
<b>Final Grant Proposal</b>	<b>20%</b>	<b>May 5, 2021</b>
DESCRIPTION: Complete the requirements for submitting a final grant proposal with the following components: <ul style="list-style-type: none"> <li>• Abstract/Summary</li> <li>• Narrative (10 pages maximum, single spaced, minimum 0.5-inch margins on all sides, font size at least 12 points) with the following sections: <ol style="list-style-type: none"> <li>1. Introduction/Summary Paragraph</li> <li>2. Statement of Need</li> <li>3. Goals and Objectives</li> <li>4. Project Description and Evaluation Plan</li> </ol> </li> </ul>		

Assignment Eight Description	Value	Due Date
<p>5. Diversity Plan 6. Impact</p> <ul style="list-style-type: none"> <li>• References Cited in the Narrative (3 pages maximum)</li> <li>• Timeline of the Project (1 page maximum)</li> </ul> <p>Further guidance on the components of each section, links to resources, and sample proposals will be posted in Canvas. <b>You MUST follow the format outlined here, or points will be deducted from your grade.</b></p> <p>I am available to provide feedback on a draft of your final proposal. If you would like this feedback, please submit this draft to me <i>no later than</i> <b>Wednesday, April 23, by 11:59 p.m.</b> This can be a complete draft, or it can be all or part of any of the sections you are working on. I am unavailable to provide feedback on drafts after this date, although you are welcome to set up an appointment to discuss your proposal with me at any time.</p>		

## DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change. Advance notice will be given to students in the event of a change in the syllabus.

### SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS

Week	Date	Topics and Resources	Read Before Class
Week 1	22 Jan 2021	Welcome & Syllabus	<ul style="list-style-type: none"> <li>• Please review syllabus before class.</li> </ul>

Week	Date	Topics and Resources	Read Before Class
		<ul style="list-style-type: none"> <li>• Introduction to the course, instructor, and requirements.</li> <li>• Student introductions &amp; sharing of course expectations; discussion of student ideas for grant projects.</li> <li>• Myths and assumptions about grant writing.</li> </ul>	
<b>DUE: ASSIGNMENT ONE, Student Information Worksheet: Wednesday, Jan 27 by 11:59 p.m.</b>			
Week 2	29 Jan 2021	<ul style="list-style-type: none"> <li>• Grant Writing: An Introduction</li> <li>• Overview: The Grant Process Cycle, Grant Types</li> <li>• Grant Writing Exercise: Simple and Direct</li> </ul>	<ul style="list-style-type: none"> <li>• Rodriguez-Kiino, Grant Writing Process videos</li> <li>• Landau, Chapter 2: Grantsmanship Fundamentals, Definitions, and Rules</li> <li>• Landau Chapter 9: Proposal Writing Style</li> </ul>
Week 3	5 Feb 2021	<ul style="list-style-type: none"> <li>• Grant Funding Sources for Information Related Organizations</li> <li>• Using Pivot, Grants.gov and Other Grant-seeking Databases</li> <li>• Groups – Grant Review Activity (Part of Assignment Two) (groups assigned by instructor prior to class along with copies/access to grant review assignments).</li> </ul>	<ul style="list-style-type: none"> <li>• Lowe-Wincentsen (Ed.), Yang, chapter 4</li> <li>• Porter, Why Academics Have a Hard Time Writing Grant Proposals</li> <li>• Sample proposal for group review activity (instructor will post in Canvas)</li> <li>• ALA: Small But Powerful Guide to Building Support for Your Rural Library</li> </ul>

Week	Date	Topics and Resources	Read Before Class
		<ul style="list-style-type: none"> <li>• Class discussion on grant review activity and assignment</li> </ul> <p><i>Resources:</i> The IMLS grant review process:  <a href="https://www.imls.gov/grants/become-reviewer/reviewer-resources/library-reviewer-resources">https://www.imls.gov/grants/become-reviewer/reviewer-resources/library-reviewer-resources</a></p> <p>Laura Bush 21<sup>st</sup> Century Librarian Program  <a href="https://www.imls.gov/sites/default/files/fy20-ols-lb21-nofo.pdf">https://www.imls.gov/sites/default/files/fy20-ols-lb21-nofo.pdf</a></p> <p>National Leadership Grant  <a href="https://www.imls.gov/sites/default/files/fy20-ols-nlgl-nofo.pdf">https://www.imls.gov/sites/default/files/fy20-ols-nlgl-nofo.pdf</a></p>	<a href="http://www.ala.org/offices/diversity/resources">http://www.ala.org/offices/diversity/resources</a>
<p><b>DUE: Assignment Two, Grant Proposal Case Study Review: Wednesday, Feb 10 by 11:59 p.m.</b></p>			
Week 4	12 Feb 2021	<ul style="list-style-type: none"> <li>• Conducting a Community Scan/Service Area Analysis</li> <li>• Identification of Applicant Organization (posted to discussion board in Canvas for 1 point extra credit)</li> <li>• Building a Relationship with Program Officers</li> <li>• Discussion of Activity One: One-Pager/Elevator Speech</li> </ul> <p><i>Resource: LARKS: Grants:</i>  <a href="http://www.ala.org/tools/research/larks/grants">http://www.ala.org/tools/research/larks/grants</a></p>	<ul style="list-style-type: none"> <li>• Landau, Chapter 3: Preproposal Market Analysis and Planning</li> <li>• ALA Book of Library Grant Money: Introduction</li> <li>• The Frugal Librarian, Chapter 9: Writing Grant Proposals for Diverse Populations</li> </ul>

Week	Date	Topics and Resources	Read Before Class
<p>DUE: Assignment Three, Activity 1, One-Pager/Elevator Speech: One-pager or Powerpoint slides due in Canvas, Wednesday, February 19 by 11:59 p.m.</p>			
Week 5	19 Feb 2021	<ul style="list-style-type: none"> <li>• Describing and documenting need: Telling the story</li> <li>• Identifying the Problem Statement, Reviewing the Grant RFP</li> <li>• Activity 1 Presentations: Elevator Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Dowd, Chapter 18, Securing a Grant</li> <li>• Clark, 4-Fs</li> <li>• 9 Steps to Writing Successful School and Library Grants <a href="https://www.demcointerrisors.com/blog/9-steps-writing-library-grants/">https://www.demcointerrisors.com/blog/9-steps-writing-library-grants/</a></li> </ul>
<p>DUE: Assignment Four, Applicant Organization Identification and Community Scan: Wednesday, February 24 by 11:59 p.m.</p>			
Week 6	26 Feb 2021	<ul style="list-style-type: none"> <li>• Designing and Developing a Grant Project</li> <li>• Identifying Grant Partners</li> <li>• Addressing Diversity, Equity and Inclusion in your Proposal (video)</li> </ul> <p><i>Resources:</i></p> <ul style="list-style-type: none"> <li>• <i>The Community Toolbox: Creating and Maintaining Partnerships Toolkit:</i> <a href="https://ctb.ku.edu/en/creating-and-maintaining-coalitions-and-partnerships">https://ctb.ku.edu/en/creating-and-maintaining-coalitions-and-partnerships</a></li> </ul>	<ul style="list-style-type: none"> <li>• Staines, Go Get That Grant!: Chapter 6, Select a Grant and Start Writing</li> <li>• Landau Chapter 8, Proposal Management and Project Planning</li> <li>• Maxwell, Chapter Two: Grant Development and Libraries</li> </ul>
<p>DUE: Assignment Five, Grant Selection Exercise: Wednesday, Mar 3 by 11:59 p.m.</p>			



Week	Date	Topics and Resources	Read Before Class
Week 7	5 Mar 2021	<ul style="list-style-type: none"> <li>• Determining Grant Project Outcomes</li> <li>• Program Outputs/Program Outcomes</li> <li>• Outcomes and Outputs: Class Exercise</li> </ul> <p><i>Resources: ALA Project Outcome --</i>  <a href="http://www.ala.org/pla/initiatives/performance measurement">http://www.ala.org/pla/initiatives/performance measurement</a></p> <p><i>Mount Mercy University Examples of Evaluations and Measurable Outcomes</i>  <a href="https://www.mtmercy.edu/sites/default/files/uploads/giving/Evaluation-and-Measurement.pdf">https://www.mtmercy.edu/sites/default/files/uploads/giving/Evaluation-and-Measurement.pdf</a></p>	<ul style="list-style-type: none"> <li>• Maxwell, Chapter Three: Finding Grant Developers for Collaboration</li> <li>• Maxwell, Chapter Four: Working with Grant Developers</li> </ul>
DUE: Assignment Six, Preliminary Proposal: 1 <sup>st</sup> draft due in Canvas Wednesday, March 10 by 11:59 p.m.			
Week 8	12 Mar 2021	<ul style="list-style-type: none"> <li>• Working with a Collaborative Team</li> <li>• Background Research</li> <li>• Developing the Literature Review</li> </ul>	<ul style="list-style-type: none"> <li>• Landau Chapter 7: Research and Fact-Finding</li> <li>• Maxwell Chapter 5: Research—The Librarian’s Secret Weapon</li> <li>• Edmunds-Otter—Developing the Librarians’ Role in Supporting Grant Applications</li> </ul>
Week 9	19 Mar 2021	<ul style="list-style-type: none"> <li>• Demonstrating the Impact of your Grant Project</li> <li>• Sustainability</li> <li>• Communication Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Gerding &amp; MacKellar, Chapters 6 &amp; 7 (Canvas Course Space)</li> </ul>

Week	Date	Topics and Resources	Read Before Class
DUE: Assignment 3, Activity 2, Peer Review of Preliminary Proposal: due in Canvas Friday, March 26 by 11:59 p.m.			
Week 10	26 Mar 2021	<ul style="list-style-type: none"> <li>• Methods and Evaluation Plan</li> <li>• Discussion: Final Proposal Components</li> <li>• Creating Effective Graphics</li> <li>• Mid-Semester Evaluations (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• The Community Toolbox: Chapter 36 -- <a href="https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation">https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation</a></li> </ul>
DUE: Assignment Six, Preliminary Proposal: 2 <sup>nd</sup> draft due in Canvas Wednesday, Mar 31 by 11:59 p.m.			
	2 Apr 2021	SPRING RECESS – NO CLASS	
DUE: Assignment Three, Activity 3: Graphics: due in Canvas Wednesday, Apr 7 by 11:59 p.m.			
Week 11	9 Apr 2021	<ul style="list-style-type: none"> <li>• Constructing a Budget</li> <li>• Preparing Additional Documents</li> <li>• Submitting the Proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Landau Chapter 10: Proposal Writing Section by Section</li> <li>• Landau Chapter 11: Proposal Assembly, Editing, Review, and Submission</li> <li>• Maxwell Chapter 6: Incorporating the Library into Grant Proposals</li> </ul>
Week 12	16 Apr 2021	<ul style="list-style-type: none"> <li>• Grant Writing as a Profession</li> <li>• Fundraising for your Library</li> <li>• Post-Award: You've Got the Grant; Now What?</li> <li>• Class Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Staines, Chapter 9: If You Want to Become a Grant Writer</li> <li>• Maxwell, Chapter 9: Grant-Writing Careers for Librarians</li> </ul>

Week	Date	Topics and Resources	Read Before Class
			<ul style="list-style-type: none"> <li>(optional) Dowd, Beyond Book Sales, Chapter 6: Ready, Set, Go!</li> </ul>

DUE: Assignment 7, Grant Proposal Summary/PowerPoint Presentation—due in Canvas Friday, Apr 23 by 11:59 p.m.

DUE (optional): Draft of Final Proposal due Friday, April 23<sup>rd</sup> by 11:59 p.m.—sent to instructor's email

Week 13	23 Apr 2021	<ul style="list-style-type: none"> <li>Class Presentations</li> <li>Wrap-Up and Course Evaluations</li> </ul>	Landau Chapter 13: Contract Award and Project Management
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DUE: Assignment 8, Final Proposal—due in Canvas Wednesday, May 5<sup>th</sup> by 11:59 p.m.