

AG 597 Developing Grant Proposals

Course Syllabus—August Mini 2014

This course provides the student with practical skills in identifying grant sources and developing proposals. The course will focus primarily on Agriculture, Food, Family, Community, and Youth initiatives appropriate for master's students, as well educational projects applicable to teachers and administrators at the secondary and postsecondary level.

Text: There is no text, but students should expect to print numerous pages from online. A three inch, three-ring binder is strongly recommended for organizing these resources.

Student Learning Outcomes/Course Objectives: Upon successful completion of this course, the student will be able to perform each of the following...

1. Distinguish between types and sources of grants for education, outreach, and research.
2. Define terms associated with developing grant proposals.
3. Locate funding announcements and *requests for proposals* (RFPs) applicable to the student's major field of study, career interests, or service goals.
4. Review abstracts and non-technical summaries of previously funded projects.
5. Interpret requests for proposals and sample proposals.
6. Recognize common elements of grant proposals.
7. Analyze proposals to determine how well RFP specifications are met.
8. Identify, read, and cite professional and academic articles that support key aspects of a project proposal.
9. Collaborate with project partners and pre-submission reviewers (previewers).
10. Synthesize ideas, suggestions, and feedback into a workable project.
11. Compose a proposal narrative and executive summary.
12. Budget human, capital, material, and informational resources for grant proposals.
13. Draft and solicit letters of support.
14. Establish timelines for assembling and submitting a proposal.
15. Submit a proposal on or before a deadline.
16. Evaluate proposals submitted by others.

Course Organization and Philosophy

This course is based on an educational philosophy grounded in *relevance*. I believe in learner-centered instruction with the professor serving as a facilitator and evaluator. However, I also intend for the course to be *rigorous* and *practical*. It is designed to work with your holiday plans, so the schedule is somewhat *flexible*, but the *deadline is absolute!* The course is organized into *modules* or units of instruction. These modules have one week of time for you to review the associated materials and complete each task (Discussions, Assignments, etc.) The **final project**, an actual grant proposal for a project of your choice, will be due by 11:00 PM (Central) on Tuesday, August 20.

The professor reserves the right to modify this syllabus during the semester, if needed. The professor also reserves the right to extend credit for alternative assignments, projects, or presentations under extenuating circumstances.

Learning Activities

Learning activities will consist of online discussions, document reviews, more discussion, assignments (documents you create of various types), and a final project. We will use eCollege to facilitate class activities and distribute information. There will be little *professor-composed* text under the Lecture portion of each module. The Lecture area will primarily serve as a place for an introduction to the module and a home for links to various resources that should be accessed and reviewed. Each Module will consist of two Discussion topics. It is essential that you post to these online discussions and respond, if appropriate, to other posts. Information posted to Discussion should be clear and concise. Common courtesy and civil discourse is expected throughout interactive activities.

Grading Policy

In my graduate courses, there are typically two types of grades. If you do not work hard enough and submit products of quality to earn an “A,” then you probably should expect an “F.” I know this seems severe. However, in graduate courses, I believe that you work on it until you get it right (A quality). Less than excellent quality is generally not acceptable in the world of *peer reviewed publications* and *academic accountability measures*. However, it is understandable that professional or personal obligations may be unforeseen and result in less time available. As a *realist*, I am willing to consider extenuating circumstances and occasionally will allow a student who falls behind the opportunity to submit an *Incomplete Contract*. Also, in some cases a deficiency of points accumulated from missing formative assignments or activities may result in a final grade of less than an A. This is a rare occasion and is not recommended.

Grade Determination

This course is a web-based, spanning over three calendar weeks but in fact consisting of two weeks, beginning **August 8**. Each online module includes an overview; lecture notes and review of related websites, documents, journal articles, and/or videos; online discussions on relevant topics/issues. Additionally, some modules will include projects, reflective essays, or experiential activities that extend beyond the virtual boundaries of the eCollege format. Details of these and other assignments will be provided online in eCollege. The semester officially ends on **August 22**, but the course schedule has been set up so all activities should be completed by **August 20** to allow for revisions in final proposal,

<i>Assessment Activity</i>	<i>Possible Points</i>
Weekly online discussions (5@30)	150
Assignment for each Module 1-5 (5@50)	250
<u>Final Project (Completed Grant Proposal)</u>	<u>100</u>
Total possible points	500

$$\text{Your grade} _____ \% = \frac{\text{Your Total Points Earned}}{\text{Total Possible Points}}$$

A=90% or higher B=80-89% C=70-79% D=60-69% F= below 60%

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Class Syllabus Addendum

Professionalism

Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in online discussion and other virtual instructional activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Failure to comply with instructor's guidelines may result in suspension from class for the remainder of the day's instruction. Repeat offenses may result in additional consequences.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835.

Access to the Professor

You may contact me via email or by phone. Since this is a web-based course, I have provided my cell number as well as my office number. Please **do not text me** or call after 9:00 PM. The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

Monday	9:00-11:00 a.m.	or	by appointment
Tuesday	9:00-11:00 a.m.		by appointment
Wednesday	9:00-11:00 a.m.		
Thursday	Off campus for Outreach and/or Research		
Friday	Off campus for Outreach and/or Research		

I am available by appointment to assist you with your proposal development, should that be necessary.

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following two sources:

The Online Writing Lab at Purdue University

<http://owl.english.purdue.edu/owl/resource/560/01/>

The Writing Center @ TAMU-Commerce

<http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators <http://www.wpacouncil.org/node/9>) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

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