

## **Psychology 7700 Grant-Writing**

**Utah State University  
Spring 2007**

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Office Hours: Tuesday, 1:30 to 3:00, and by appointment

Class Time: Thursday, 12:00-2:30

Classroom: Educ 487C

Texts: *Grants, Etc.*, by Armand Lauffer, Sage, 1997

*The Research Funding Guidebook*, by Joanne Ries & Carl Leukefeld, Sage, 1998

### **Goal**

The goal of this course is to prepare you to seek and obtain funding for research and projects that serve the public interest.

### **Objectives**

In order to reach our goal of having you leave this course prepared to obtain funding for projects in your chosen area, we will focus on several objectives that by the end of the semester you will:

1. Have the knowledge and skills to identify funding sources
2. Understand the funding decision from the perspective of the funding organization
3. Be able to develop appropriate strategies, ranging from framing a proposal to putting together a more systematic marketing plan, to present your projects to funding organizations.
4. Have the knowledge and skills to write competitive grant proposals, an ability developed by completing and revising a proposal appropriate for government funding and a second proposal appropriate for private foundation funding.
5. Learn to use judgment in deciding whether a particular Request for Proposals, or other announcement regarding funding possibilities, warrants the effort from you required to

prepare the proposal

## Requirements

To achieve these objectives requires some serious work for all of us. I will provide the organization and structure that focus your efforts most productively; you will commit an average of six or seven hours per week outside of class to read, write, and think deeply about the material so that you can fulfill the following requirements.

1. **Weekly Abstracts.** Because this is a project-oriented seminar (devoted to having you apply the insights of the readings to the development of your grant proposals), it is particularly important that we have active discussions about the assigned readings for the week. To facilitate these discussions, you will need to prepare for class by writing an abstract of the assigned chapters. In that we will be reading two to three chapters most weeks, your abstracts should be three to four pages, double-spaced. Most of each abstract will be devoted to summarizing the content of the chapters, but please devote the last page or so to presenting some of your thoughts about this material—how it might relate to a project that you’ve worked on or would like to work on, what seemed particularly useful, questions that you have.
2. **Annotated Outline.** One of the main failures of those writing proposals is that the proposal is not organized to highlight the points requested in the RFP (request for proposals). This assignment (due Feb. 1) requires you to read through an RFP and construct an outline of the proposal that you would write. All of the headings that you would include in your proposal should be emphasized with bold lettering. Under each of your headings, include enough subheadings or text to communicate to me what you would cover in that section.
3. **Problem Statement (with possible funding sources).** Your first major writing assignment will be to develop a problem statement concerning some issue of interest to you. Your statement should convey, in about 4 pages (double-spaced), the dynamics that created and maintain the problem and why something needs to be done. In order to convey this in a persuasive way, you will need to back up your claims with relevant literature, around a dozen quality articles. We will be looking at the “problem statement” sections (often part of literature review or narrative sections) of several grant proposals to help focus your efforts. This problem statement will be an introductory section of the grant proposal that forms the core requirement for this course. There are two general types of ‘problems’ that you might address, one a social problem that needs attention and the other a lack of needed knowledge. It is worth noting that this problem statement and the subsequent proposal need not be in an area that you actually intend to seek funding, but you are likely to learn more if there is the added “realism” of working on something that you might actually submit. On the other hand, if the topic that you want to address is one you have written on before, you need to show me what you’ve written before and we can negotiate what unique contribution you will add in this assignment. This applies to

all assignments for this course.

4. **Initial Full Grant Proposal.** On March 1, you need to turn in a complete draft of a grant proposal that could be submitted in response to an actual federal RFP (or some modification of an actual RFP). Examples of proposed projects include funding an evaluation of a public program or policy, such as an Early Head Start program, a rural education outreach program, or a domestic violence reduction initiative. Proposed projects can also promise to provide knowledge from basic research. If the sections requested in the actual RFP are substantially different from the sections described in Chap. 12 of Ries & Leukefeld, talk with me. This is to be a fairly long proposal (20 to 30 pages of text with many more pages of budgets, timeline of activities, biographical sketches, institutional capacity, and appendices).
5. **Final Full Grant Proposal.** You will receive feedback on your initial proposal (Mar. 22) from two reviewers (using faculty and others willing to give their time). You must then refine the proposal based on that feedback and submit it for a second grade (April 5).
6. **Short Foundation Proposal.** Once you have successfully completed the full-length version of your proposal, you are then to abstract the essence of it and turn it into a short proposal targeted to a private foundation (due April 19). For this, you must identify an actual foundation that seems appropriate and you must follow their guidelines for proposals (I envision a maximum of five pages for most foundations).
7. **Final Exam.** The semester will end with an in-class final exam, either Apr. 26 or May 3, that will consist of an oral presentation of your proposal to a “review board” of those assembled. In that you will have only 10 minutes to present your proposal, this presentation will likely be based on your short foundation proposal.
8. **Class Participation.** This will be a small seminar class. Your participation is essential to its success. You will be asked to make numerous presentations to the class based on the course texts and other material (e.g., one student will be assigned for each book chapter). Also, you will be expected to be prepared to discuss issues in a professional manner when we have guest presenters.

Grades for the course will be calculated on a standard scale (94 and above: A; 90-93.9: A-; 88-89.9: B+; 83-87.9: B; 80-82.9: B-; 78-79.9: C+; 72-77.9: C; 70-71.9: C-; 69.9 and below: F) with the following assignment weights: weekly abstracts, 10%; annotated outline, 5%; problem statement, 10%; initial full grant proposal, 20%; final full grant proposal, 25%; short foundation proposal, 15%; final exam, 5%; and class participation, 10%.

**Late Assignments/Plagiarism.** All work is due at the beginning of the class session for which it is assigned. If you cannot turn in your work on the date assigned, please email or have brought to me what you have. Plagiarism is bad and will be sanctioned. I don't expect that you will commit such an offense, but it is a particular temptation when students are very busy.

## Schedule of Classes and Assignments

- Jan. 11 Introduction  
Lauffer, Chaps. 1 & 2
- Jan. 18 Government Funding  
Lauffer, Chaps. 3 & 4; Appendix A; **Search Websites at Resource Center**
- Jan. 25 Private Sector and Foundation Funding  
Lauffer, Chaps. 5 & 6
- Feb. 1 Religious and Other Non-Profit Groups  
Lauffer, Chaps. 7 & 8; **Annotated Outline Due**
- Feb. 8 Writing Proposals: Major Sections and Style  
Lauffer, Chap. 12; Ries & Leukefeld, Chaps. 12 & 13;  
**Problem Statement Due** (initial declaration of proposal topic)
- Feb. 15 Writing Proposals: Budget and Timelines  
Lauffer, Chaps. 13 & 14
- Feb. 22 Writing Proposals: Seeing through Reviewers' Eyes  
Ries & Leukefeld, Chap. 14; **discussion of proposals; please bring draft**
- Mar. 1 Marketing for Funding  
Lauffer, Chaps. 9, 10, & 11; **Initial Proposal Due**
- Mar. 8 Dealing with Reviewer Comments and Revising Proposals  
Ries & Leukefeld, Chaps. 1, 2, & 3; Lauffer, Chap. 15
- Mar. 15 Spring Break
- Mar. 22 Organizational Issues: Roles and Responsibilities  
Ries & Leukefeld, Chaps. 4, 5, & 6; **feedback on proposals**
- Mar. 29 Organizational Issues: Finances, Personnel, & Liaison  
Ries & Leukefeld, Chaps. 7, 8, & 9
- Apr. 5 **Final Full Proposal Due; discussion of proposals**
- Apr. 12 Planning for Continuity in Funding (Continuations/Next Projects)  
Ries & Leukefeld, Chaps. 10 & 11
- Apr. 19 Concluding Thoughts  
Ries & Leukefeld, Chaps. 15 & 16; **Short Foundation Proposal Due**
- Apr. 26 **Final Exam: Presentations of Proposals**