Instructor: Bob Choquette
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Phone: 541.346.3851
Office Location and Hours: 119A Hendricks – drop by M-F 10-3, or by appointment
Course Location: 145 Straub
Meeting Dates and Time: Tuesdays September 26 and October 3 – 5:30-8:20pm

Course Description

This class focuses on the process of developing fundable ideas, building broad-based support, conducting the research required to identify appropriate funders for projects or programs across a wide variety of disciplines and sectors, and writing grant proposals to fund initiatives.

Learning Outcomes

Upon successful completion of this course, students will:

- Understand the fundamentals of grant proposal writing; and
- Have developed a draft proposal for funded activities.

Teaching Philosophy

I subscribe to two models of learning that guide my classroom instruction. The first, constructivism (Duffy and Jonassen, 1992), believes that people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences. New knowledge builds upon our previous ideas and experience. Ideally, learning happens in collaboration with others.

The second model, experiential learning (Kolb, 1984), supports students in applying the knowledge and conceptual understanding gained in the classroom to real-world problems or situations. Experience (including mistakes) provides the basis for the learning activities. Adults are most interested in learning that has immediate relevance and impact to their career or personal life, and their learning is problem-centered rather than content-oriented.
Textbooks


Grading

This class is offered on a pass/no pass basis only. Your grade will be determined based on the following:

- Attend both class sessions — if you miss a class session, you will not receive a passing grade; and
- Completion of all assignments.

Course Website

The course website is located on the University’s Canvas system (https://canvas.uoregon.edu). The class syllabus, announcements, and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the UO Registrar has your correct email address. We will use this email address to communicate with you.

Disabilities

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Inclusion Statement

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head.

Diversity

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value each class member’s experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:
- Division of Equity and Inclusion: 1 Johnson Hall or 541.346.3175 or http://inclusion.uoregon.edu/
- Center on Diversity and Community: 54 Susan Campbell Hall or 541.346.3212 or http://codac.uoregon.edu/
- Bias Response Team: 164 Oregon Hall or brt@uoregon.edu or http://bias.uoregon.edu

**Title IX and a Safe Learning Environment**

The University of Oregon is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive learning environment. Any form of sexual harassment or sexual assault that interferes with a student’s ability to be an engaged learner is contrary to the community values of the institution.

Sexual harassment is a form of discrimination on the basis of sex. The University of Oregon does not tolerate discrimination on the basis of sex—this includes sexual harassment, sexual assault, dating and domestic violence, gender-based stalking and bullying, and other forms of harassment.

Questions regarding Title IX may be referred to the University of Oregon’s Title IX Coordinator titleixcoordinator@uoregon.edu or to Office of Civil Rights ocr.seattle@ed.gov.

The University Health Center and University Counseling and Testing Center can provide assistance and they have a greater ability to work confidentially with students.

**Center for Multicultural Academic Excellence**

The CMAE is a place where students are empowered, engaged, and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE’s mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email cmae@uoregon.edu, or visit Suites 164 and 165 in Oregon Hall.

**Late Assignment Policy**

If you are unable to make it to class on the day an assignment is due, you may post to Canvas or email your assignment to the instructor prior to the class time and date that assignment is due. Late assignments may receive only partial credit. If an answer key is posted to the website, however, no late homework assignments are accepted (no credit).

**Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”
**Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [http://dos.uoregon.edu/social-misconduct](http://dos.uoregon.edu/social-misconduct)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

**Plagiarism**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [http://researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

**Final Assignment**

Develop and submit a draft proposal by completing the following steps:

a. Identify a fundable topic, based on a need or a problem you’ve identified
b. Identify a potential funder
c. Obtain the funder’s program description and application forms – either printed, or via an online form
d. Develop a draft proposal that **meets the funder’s requirements**. The proposal may include (depending on the funder):
   1. Problem statement
   2. Research design / work plan
   3. Time line
   4. Budget
   5. Project personnel
e. You can skip all the supporting documents (e.g., 501(c)3 nonprofit determination letter, organizational budget, board of directors, etc.)

**GRADUATE STUDENTS ONLY**: In 1-2 pages, describe how funding for the project described above fits with your larger educational / professional goals.

Submit your proposal, the funder’s guidelines and your graduate paper (if applicable) to my mailbox in the PPPM Department (Hendricks Hall, grounds floor) or via email attachment.

Your materials are due by **Friday, December 1, 2017**, the last day of classes for the term.