ONLINE SYLLABUS

SAMPLE

GRANTWRITING FOR THE ARTS

 LLAMS 20 / HM&FNART 390M

Arts Extension Service

Arts Management Program

College of Humanities and Fine Arts

University of Massachusetts Amherst

INSTRUCTOR CONTACT INFORMATION:
Maryo Gard Ewell: maryo@gard-sibley.org
Randi Vega: rvega@promotionandarts.com
Office Hours: by appointment.

TECHNICAL SUPPORT CONTACT INFORMATION:
Students enrolled in UMass Online courses seeking technical assistance can get help 24 hours a day, 7 days a week, by doing one of the following:

- Send email to amherstsupport@umassonline.net, or
- Call 1.888.300.6407, or
- Contact support via live text chat.

ABOUT THE INSTRUCTORS:

Maryo Gard Ewell is an arts consultant and trainer, Colorado Council on the Arts and Community Resource Center of Denver; former associate director, Colorado Council on the Arts; helped to create the Neighborhood Cultures of Denver, the Arts Education Equity Network, and a regionalized folk arts program. She serves on the board of the Gunnison Area Community Foundation, Gunnison Council for the Arts, the Robert Gard/Wisconsin Idea Foundation, and Arts for Colorado. Maryo is the former board member and Vice President of the National Assembly of Local Arts Agencies, and former board member for the Colorado Alliance for Arts Education. Recent honors include the 2004 "Arts Advocate of the Year" from Gunnison Arts Center and 2001 Honorary Doctor of Humane Letters from Goucher College. In 1995 she received the Selina Roberts Ottum Award from Americans for the Arts for community arts development. B.A., Bryn Mawr College; M.A, Organizational Behavior, Yale University; M.A., Urban and Regional Planning, University of Colorado-Denver. She is the author of the chapter “Community Organizing: Building Community through the Arts” in the Arts Extension Service’s Fundamentals of Arts Management 5th edition.
**Randi Vega** is the Director of Cultural Affairs, Baltimore Office of Promotion and the Arts, which serves as the arts council for Baltimore City; programs include the Baltimore Mural Program; regranting to and coordination with community-based arts organizations; programs for children, and serving as a liaison between city government and the arts community. She is the former executive director of the Martha’s Vineyard Chamber of Commerce, a former reporter and news director at WMVY-FM, Vineyard Haven, Massachusetts. She holds a B.A. from Connecticut College; and earned an M.A. in Arts Administration from Goucher College where she currently teaches grantwriting.

**COURSE DESCRIPTION:**
Grantwriting is one of many tools in fundraising and is a necessary skill for arts managers and artists who seek to support their work with grants. This course will teach the nuts and bolts of grantsmanship, including introducing the vocabulary and philosophy of grantwriting, the hallmarks of a well-written proposal, and the basics of grant searching. The class will use the Colorado Common Grant application as its organizing principle, selected because it is both comprehensive and reflects a growing trend in grantmaking. Students will learn the essential skills of grantwriting, writing in teams, critiquing a grant, planning a grant budget, and how to describe a cultural program’s mission, goals and program to grantmakers within space limits. Students will conclude the course by writing a comprehensive and ready-to-submit grant for their nonprofit or a case study organization. Class size is limited to 20 students.

**COURSE OBJECTIVES:**
- To demonstrate an understanding of the roles in the profession of arts management, types of organizations and the larger context in which these organizations operate, as demonstrated in written assignments and class discussions.
- To contribute to the creation of a ‘community of practice’ with your fellow classmates and instructor that helps you to refine and deepen your understanding of the arts management profession, as evidenced through participation in weekly discussions and feedback sessions.
- To access online tools and reference materials to help broaden your awareness of arts management, as demonstrated through research activities and written assignments.
- To demonstrate an ability to analyze an organization’s mission statement, and its relationship to programs and objectives through discussions and written assignments.

**PREREQUISITES:**
Complete *Introduction to Arts Management*.

In order to complete the assignments for this class, you will need to have and know how to use Microsoft Word (or comparable word processing program) and Adobe Acrobat (Reader).
**HOW TO START THIS CLASS**

For those of you who have never taken an online class, the process can be a bit disorienting. For students who have formerly taken our classes: *We have switched from Blackboard Vista to the new Blackboard Learn.* Taking the time to familiarize yourself with the features of the class before you plunge in will help to smooth the transition to this new system.

I suggest that you take the following steps to get started with this class:

1. Begin by reading this syllabus in its entirety.
2. Order the books listed under “Required Readings” below.
3. Under your **Courses** tab on the main Blackboard screen, you will see **Student Orientation for Blackboard Learn**. This is a general overview of Blackboard Learn provided by the University. Although not all of the information will be applied directly to this class, it is a quick and effective way to get oriented with the system.
4. Click on the every button on the screen to explore the site.
5. Explore the folders contained on the **Welcome** screen for this course, especially the **Start Here & Helpful Links** folder.
6. Click on the **Weekly Content** link in the left-hand course menu to access the course content, then **Week 1** to access the lecture and discussion threads for your first class*(this folder will not be open for viewing until the first week of class)*.
7. Take the Introductory Course Survey in **Start Here & Helpful Links > Course Surveys**.
8. Read the instructions below.

**HOW THIS CLASS IS ORGANIZED**

In order to orient you to this class, I’ve provided a basic overview of the location of the main areas of the your Blackboard Learn course. The site is designed to be as user-friendly as possible. Below I’ve identified the key components of the class, and which navigational links to use to access them.
HOW TO ACCESS YOUR WEEKLY COURSE WORK

Open **Weekly Content** in the **Welcome** screen or course menu to access your weekly course work.

On the **Weekly Content** screen you will find links to each week containing a lecture, discussion question(s), feedback, and readings. **Note:** *Only a few weeks are visible in the early weeks of the semester. You will not be able to view any weekly content until the first official day of the course.*

HOW TO ACCESS THE COURSE CALENDAR

The date of each class and associated assignment due dates can be found in a PDF located in the **Course Calendar** link on the course menu under your syllabus. You will also find the course calendar in this syllabus.
HOW TO ACCESS YOUR WEEKLY DISCUSSION AND FEEDBACK TOPICS

Almost every week, you are asked to respond to an open-ended question about a particular aspect of the lecture or readings. You will also post your weekly Assignment in the Feedback section so that your peers can offer feedback on your written assignment (see below). Everyone must offer feedback on at least one other student’s paper each week. You can access the discussion and feedback areas in two ways. Click on the Week’s link in Weekly Content, or click on Discussions & Feedback on the course menu bar located at the left side of the screen.

A tutorial on posting in Discussion forums is located in your Student Orientation course under “Collaborating”.

HOW TO ACCESS YOUR WRITTEN ASSIGNMENTS

You will upload written assignments in response to problems that I pose for the class. You can find your assignments by clicking on the link for the appropriate week in Weekly Content or clicking the Assignments link in the Course Menu. When you are ready to submit your assignment, click on the course module for that week and navigate to the weekly written assignment. Former Blackboard Vista students please note: the Publishing option in the Assignments tool is no longer available. You must also post your assignment in the Feedback forum for that week so that other students may read and respond to it.

A tutorial on posting Assignments is located in your Student Orientation course under “Assignments and Grades”.

Grantwriting for the Arts SAMPLE Syllabus
Arts Extension Service, University of Massachusetts Amherst
HOW TO TAKE TESTS/QUIZZES

Exams and surveys can be accessed in the Tests link in your course menu, or through the link for the week when the exam is assigned.

TASKS & ANNOUNCEMENTS PAGE

Access the Tasks & Announcements page by clicking to it from the course menu. Under My Announcements is where you will find announcements posted by your instructor. In your To Do list you will be able to view your upcoming assignments. (Please note: Discussion & Feedback will not appear in your To Do list) You can customize this page to your liking by clicking Customize Page in the top right corner.

CYBER CAFE

In addition to the above, I want to alert you to a special discussion area I’ve created called the CYBER CAFE, where you will have the opportunity to have off-topic discussions with your classmates. CYBER CAFE is located on the home page area of the site or again, click on the Course Tools bar on the left of the screen. Here you can connect with other classmates about topics unrelated to the week’s assignments.
Who’s Online
Finally, if you are working and have a question or just want to talk to a peer, look on the Course Tool bar, click on Who’s Online, and it may be possible that a classmate is working. You can send him/her a Chat invitation visible only to you. This is a great feature, but please be respectful of other’s time!

HOW TO CHOOSE A CASE STUDY ORGANIZATION:
This is a practical course that enables you to learn the principles of an audience-focused approach to programming and apply these principles to a case study organization. The class will culminate in the preparation of a grant proposal that reflects what you learn in this course.

For purposes of this work, you may make up information – the instructors are concerned that you know how to present information, not its accuracy, for purposes of this class. However, the instructors warn you to never, ever make up information in “real life” so you might want to annotate made up information in some way so that you don’t accidentally use it in a real proposal.

A Note About Confidentiality: None of your assignments require you to identify your case study, which you can keep entirely confidential (assigning a fictitious name), should the organization be concerned about revealing its operations.

Option #1: Choose Your Own Organization (highly recommended): If you are currently working in an arts or culture organization, you will get the most out of this class if you use your own institution as your grant applicant. “Working in” can mean that you are on the staff or board, or are a volunteer.

Option #2: Choose Another Non-Profit Organization With Which You Are Familiar: You may use an organization that you’ve worked with in the past.

Option #3: Choose A Non-Profit Organization Which You Would Like To Work With In The Future. Again, feel free to make up information.

Select your organization during the first week of class. If you have any trouble, send an email message to me and we’ll advise you.

ASSIGNMENTS
As mentioned above under “How this Class is Organized,” you will be asked to complete an assignment every week (in addition to required readings and at least one discussion thread). Generally, you will be required to do the following each week:
1. **WEEKLY DISCUSSION TOPICS**, in which you are asked to respond to questions about a particular aspect of the lecture.

2. **WRITTEN ASSIGNMENTS**, where you will upload written assignments in response to a problem that I pose for the class.

3. A **FEEDBACK AREA**, in which you are asked to offer feedback on at least two written assignments of fellow classmates.

**FEEDBACK THREAD MODERATION:**
Beginning in the second week of class, students will be assigned the task of moderating one feedback thread as a way to build community and foster a deeper engagement with course material. While we will also participate in discussions, our role will be to provide summary comments and respond to questions you direct specifically to us. Moderators will be asked to do the following:

- Introduce yourself as the moderator through the class email or in the Feedback thread.
- Read and respond to all main student Feedback threads (i.e. you do not have to respond to every student, but must offer input into each thread that is opened by students).
- Pose follow up questions to stimulate discussion, drawing upon class material.
- Foster a civil and positive classroom environment.
- Move “off topic” conversations to the designated chat room area.

Typically, the Feedback moderator will remind fellow students that s/he is moderating that week’s feedback thread by sending an email to all students and instructors in the course email system. Here’s an example of an email that was sent out in a previous semester:

Hello Everyone!

I will be moderating the Feedback Thread this week!

Discussion Topic: Week 9 (the student then pasted the instructions for that week’s Feedback thread from the course)

Looking forward to our chats on the Feedback thread! Have a good week!

Best,
(name of student)

*If you are not available to moderate the Feedback thread during your assigned week, it is your responsibility to swap dates with another student and notify me of this change.*

**LATE ASSIGNMENT POLICY:**
Only students with documented disabilities (see Students with Disabilities section below) are permitted to submit their assignments later than the due dates above. If your assignment is one week late, you will be marked down one full grade. **Assignments submitted 10 days beyond their due dates or later will receive an F. This includes discussion and feedback postings, exams and all written assignments.**

**APPLIED LEARNING**
You will learn from this course no matter how you learn best -- reading, writing, discussion, or doing. Your best and deepest learning will likely be through application, the practice you’ll get from completing assignments, and from the exchange with fellow students and the instructor.

Assignments can mean real organizational change or academic practice. We designed the course so you will implement what you learn as you learn it. Then you will learn best and benefit immediately from your work. The effect on your organization should be as profound as if a dedicated management consultant was in residence for the duration of your course.

You will learn principles and skills from the text, the written lectures, and threaded discussions with me and with your fellow learners. But it is the application of a tool or principle that makes the learning stick.

You may find the requirement to complete an assignment or two each week demanding given your other responsibilities. I urge you to take them seriously, to take the time required to do them well and you will be amply rewarded.

**REQUIRED READINGS:**
There are no required texts. However, PDF’s of articles and key information will be posted each week and you are expected to read them.

**INSTRUCTOR FEEDBACK:**
You will find our comments on your assignments in the “assignments” area of your course. We provide individual feedback to each student, and if we see common challenges emerging in the assignments, we will occasionally provide group feedback in the same feedback area you use to respond to your fellow classmates written assignments.

**METHOD OF EVALUATION/GRADING:**
We will update the grade book regularly to reflect the completion of your assignments. Please check the Grade Book to see if we have recorded all of your work, and notify me if I have missed a contribution.

**Noncredit Students:**
Unless you take the course for credit, completed assignments are graded "pass" or "fail." To pass, you must make three contributions for each weekly session:

**Grantwriting for the Arts SAMPLE Syllabus**
Arts Extension Service, University of Massachusetts Amherst
1) post your written assignment by due date indicated above (due dates are specified under the heading “Assignments” above)

2) post a reply to the weekly discussion topic by due date that responds completely to the assignment.

3) post at least one reply to a fellow student on his/her written assignment by the due date. You will get a grade of pass or fail in the Grade Book for each of the contributions you make in each weekly session. I may ask you to resubmit incomplete assignments.

Credit Students:
Grading will be based on the following criteria:

1. **Written Assignments and Exams: 50% of overall grade**

You have written assignments every week, leading to a final paper which is an 8-page grant proposal for a non-profit of your choice. Written assignments will be assessed according to the following criteria:

<table>
<thead>
<tr>
<th>Written Assignments and Exams</th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 points) EXCELLENT level of analysis that applies course concepts to case study organization. Paper demonstrates the student has learned the assigned principle or task. Student’s original work responds fully to the assignment. Papers are presented professionally, clearly and on time.</td>
<td>(3 points) THOROUGH level of analysis. Would be A level work except lacks either supporting evidence from course lectures and readings, professional presentation, and/or original thinking. Student responds fully to assignment. Paper is posted on time.</td>
<td>(2 points) BASIC level of analysis or did not fully respond to assignment. Paper may be poorly organized or contain significant grammar or spelling errors.</td>
<td>(1 point) SUPERFICIAL level of analysis, minimal effort, or paper is late and downgraded accordingly. Student does not respond fully to the assignment or provides incomplete or missing answers.</td>
<td>(0 points) No posting, posted late*, failed to revise returned work, work is plagiarized. (*see syllabus for policy.)</td>
<td>(10 points) FOR NONCREDIT STUDENTS ONLY: this posting receives a grade of C or better.</td>
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2. **Discussion Contributions and Moderation: 30% of overall grade**

Grantwriting for the Arts SAMPLE Syllabus
Arts Extension Service, University of Massachusetts Amherst
Every week, you are required to contribute to a discussion thread, by responding to questions posed by the instructor. Create a new thread to respond to the discussion topic. We will grade your discussion topic and response using a rubric below. Discussion threads and moderation comprise 30% of your overall grade.

<table>
<thead>
<tr>
<th>Discussion Thread Contributions and Moderation</th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 points) EXCELLENT level of analysis. Student contributes and responds fully to the discussion question(s), and inspires deeper reflection and learning in the group. Substantively posts to two or more students’ discussion threads. Evidence of contact with case study organization, where applicable.</td>
<td>(3 points) THOROUGH level of analysis. Student responds fully to the discussion question(s), and demonstrates evidence of active engagement in the class (high number of postings read and responses offered). Substantively posts to at least one other student’s discussion thread. Evidence of contact with case study organization, where applicable.</td>
<td>(2 points) BASIC level of analysis. Student responds to the discussion question(s). Posts to at least one other student’s discussion thread. Evidence of contact with case study organization is apparent, where applicable.</td>
<td>(1 points) SUPERFICIAL level of analysis. Student responds to the discussion question(s). Fails to post to at least one other student’s discussion thread. No evidence of case study contact, where applicable.</td>
<td>(0 points) No posting.</td>
<td>(10 points) For noncredit students only: this posting receives a grade of C or better.</td>
<td></td>
</tr>
</tbody>
</table>

3. Feedback Thread and Moderation: 20% of overall grade
Each week, you are required to download one other student’s written assignment and respond to it in a feedback thread in the online portion of this class. Create a new thread for each response you offer.

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Exceeds minimum expectations (Letter Grade=A)</th>
<th>Meets Minimum Expectations (Letter Grade=B)</th>
<th>Needs Improvement (Letter Grade=C)</th>
<th>Does not meet minimum expectations (Letter Grade=D)</th>
<th>No participation (Letter Grade=F)</th>
<th>PASS (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 points) EXCELLENT</td>
<td>(3 points) THOROUGH</td>
<td>(2 points)</td>
<td>(1 points)</td>
<td>(0 points) No posting.</td>
<td>(10 points)</td>
<td></td>
</tr>
</tbody>
</table>
QUALITY IN PEER FEEDBACK ...
This is typically the most problematic part of the course for students. This is partly due to shyness and a lack of familiarity with how to give feedback to others in the course without offending them. My experience is that, with sensitivity and encouragement, you can offer substantive feedback that is both constructive and positive.

When providing peer-to-peer feedback on the written assignment of one other student each week, a student who receives a higher grade will often ....
- compare and contrast information within another student’s assignment or draw upon that student’s other written assignments, for example... “Chris, I noticed that you were confused with the differences in job descriptions between your case study organizations’ Executive Director and the Development Director. Could you elaborate on this?....etc.”
- draw upon other content in the course and apply it in the feedback they offer others. “...As we learned in the book (or lecture), volunteers play a vital role in the work of nonprofits... I noticed that your case study was intentionally excluding volunteer help, can you tell us why that is and what you think they could be gaining from a volunteer force?...”
- draw upon their own experiences and weave this into their analysis of other student’s work, offering respectful and sensitive advice to others, while paying attention to the content of the assignment.
- respond comprehensively to a fellow student’s work, not with a one-line response, but a more elaborate and in-depth reflection on the work.

STUDENTS WITH DISABILITIES:
We are very committed to full access to all students, including those with disabilities, and are aided by the University’s Disability Services in helping to make our courses fully accessible. We are proud of, and are fully committed to, our University’s nondiscrimination policy, which can be found at http://www.umass.edu/eod/aapolicy.html. If you have a documented disability, please contact the Disability Services department to get assistance with accommodations, and they will work with me (as they have done in the past) to make this course fully accessible to you. **If we do not receive notification from Disability Services of your documented disability by the second week of class, we will not be able to offer you accommodations** which are available here: http://www.umass.edu/disability/students.html. Please see their brochure about accommodations at http://www.umass.edu/eod/brochures/ds.pdf and their web site at http://www.umass.edu/disability/index.html.

Grantwriting for the Arts SAMPLE Syllabus
Arts Extension Service, University of Massachusetts Amherst
ACADEMIC HONESTY POLICY:
The University prohibits dishonesty in all programs of the University. According to University policy, “academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty.” Please see the University’s academic honesty policy for a full definition of academic honesty and our statement of policy. Obviously, we will be very strict about enforcing this policy in all of your assignments, so please read and be aware of this policy: [http://www.umass.edu/dean_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/). Sometimes it can be difficult to understand what plagiarism is when you are working in an online environment. For instance, if you copy text from a web site or from materials from your case study organization and do not footnote the source of this text, we will consider this plagiarism. Similarly, when you are looking at other student’s work and are interested in appropriating a structure or text, we expect that you will clearly notate the source of this information. We will follow the University’s procedures if we suspect academic dishonesty, so please familiarize yourself with these policies.

INCOMPLETES AND WITHDRAWALS:
Please keep up with the work each week and move through assignments, discussions, and feedback together with other students. I will not accept or grade more than two weeks of late assignments posted at the end of the course.

If you are falling seriously behind in your work, I highly recommend that you withdraw from the class by the mid-semester deadline, so that a failing grade does not appear on your transcript. If you are in this predicament, please go to the academic calendar page at [http://www.umass.edu/registrar/gen_info/academic_calendar.htm](http://www.umass.edu/registrar/gen_info/academic_calendar.htm) and scroll down to the current semester to locate the last day to drop with a “W.”

EXTRA CREDIT POLICY:
There is no extra credit for coursework, except in those cases where we have created an additional assignment or exam that is specifically marked “extra credit.” You will not receive extra credit for reworking graded assignments, nor will we change grades with further editing.