

Grant Proposal Writing  
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Available immediately before or after class or by appointment

### **Schedule**

The following schedule is **tentative and subject to change**.

- 8/21—10/22 *Proactive Grant Proposal Writing, Initial Exploration/Skeleton Grant Project/Logic Models*  
These classes will cover the basic elements of a grant proposal—with an emphasis on developing problem statements, linear arguments, goals & objectives, outputs & outcomes. We discuss various forms of logic models, and their use in project planning and grant proposal writing. We will create a skeleton proposal and a one-page or letter proposal. Students will choose an organization and project—either real or made up for the first two grant projects.
- 8/21 Grant Proposal Basics, PSWR, Haiku
- 8/28 Skeleton Outline, Samples
- 9/4 Labor Day, no class
- 9/11 Outputs & Outcomes, Budget Basics
- 9/18 Logic Models
- 9/25 No class, off site peer review *Skeleton Peer Review*  
Students will read each other's papers and provide feedback using a matrix provided by the instructor
- 10/2 No class  
*Skeleton Revisions Due*  
Short Proposal Introduction (access materials on eLC)
- 10/9 Searching for grants Grant Match Assignment  
*Short Proposal Peer Review*
- 10/16 *Grant Match Assignment Due, Sharing in Class*
- 10/23—12/3 *Reactive Grant Proposal Writing, RFPs, supportive documents, attachments and reporting basics*
- 10/23 *Revised Short Proposals Due*  
Foundation Introduction, Turning Short Proposals Into Letters

10/30	Read RFP and VOCA/VAWA Assignment
11/6	<i>Federal Project</i> Students will choose from a list of governmental or non-profit “identities” which they will use when writing a proposal for federal Victims of Crime Act and/or Violence Against Women Act funding utilizing the Criminal Justice Coordinating Council’s VOCA/VAWA RFP. We will continue to explore proposal elements and design, as well as grant administration requirements.
11/13	Attachments
11/20	Budget & Match
11/27	VOCA/VAWA Review “Ask the Funder” session with professor
12/4	Grants Administration
12/8	<i>Federal Project Due</i>

### **Evaluation**

*20% Class Participation:* Each session will be more interesting if you participate in discussions and classroom exercises whether they are individually graded or not. Attendance is important, and your participation grade will be affected if you miss multiple class sessions on your attendance days.

*25% Skeleton Grant Assignment:* Writing quality, connection between need statement to project, objectives to evaluation, clarity of activities, clarity of logic model, and reasonableness of budget will contribute to grade.

*20% Really Short Proposal/Letter Proposal*

*35% Federal Application (VOCA/VAWA):* Writing quality, logical reasoning and argument, reasonableness of budgets, clarity of logic model, quality of attachments, use of statistics, demonstration of concepts covered during the semester will all contribute to the overall grade.

### **Accommodations**

*Disabilities:* Please let me know if you have a disability that requires accommodations of any sort and we will make the necessary arrangements.

<http://www.dissvcs.uga.edu/auxiliaryaidservices.html>

### **Etiquette and Policies**

*Class Etiquette:* Please be on time to class and return from breaks on time as well.

Refrain from using cell phones, surfing the web, reading newspapers, etc. during class. If it becomes evident that students are abusing laptop privileges, computers will no longer be accepted in class. Thank you.

*Deadlines:* Grant proposals must be turned in at the start of class (6:30pm by clock in classroom) or submitted electronically to the professor. No exceptions. **Your grade will suffer if a grant proposal is even slightly late.**

*UGA Student Honor Code:* "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). Every course syllabus should include the instructor's expectations related to academic honesty.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### *Mental Health and Wellness Resources:*

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.