

George Mason University - Fall 2011 Syllabus
GRANT WRITING IN THE ARTS - AMGT 599

Location: Art and Design Building 1023
Fridays 1:30-4:10 pm – 5 classes per semester
September 16 and 23, October 21, November 18, December 16

Instructor: Professor Debra H. Smyers
College of Visual and Performing Arts (CVPA)
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Office Hours: By Appointment and After Class

Course Catalog Description: 599 Grant Writing in the Arts 1 credit
“*Prerequisite: Admission to arts management program or permission of instructor.*”
Places components of grant-writing process within broader context of nonprofit management. Introduction to perspectives of grant seeker and maker. The grant-writing process: research, proposal writing, terminology, oral and written techniques, and specific focus. Discover resources and compelling writing skills pertaining to proposal and letters of intent.

Course Overview and Desired Outcomes

The purpose of the course is to assist students in the development of the tools and techniques necessary for successful grant writing and the understanding of the grant process paradigm. Students will be introduced to a wide range of grant writing terminology, techniques and resources. In addition, knowledge will be gained in understanding the intersections of successful grants in relation to mission, vision and values; organizational structure and function; budget and finance; public relations and marketing; fundraising and development; networking; and relationship building.

Framing Question as an Evaluation Tool

Are the mission, vision and values of the arts organizations we are seeking funding for, clearly defined and resonated throughout all aspects of the grant and in our networking?

Texts:

1. Karsh, Ellen, and Arlen Sue Fox. The Only Grant-Writing Book You'll Ever Need. New York: Basic Books, 2009.
2. Rosenberg, Gigi The Artist's Guide to Grant Writing. New York: Watson-Guptill Publications, 2010.

Additional Materials and Resources

- George Mason Blackboard Learning System or Class Designated Internet Office
- Arts Management Lexicon
- Library Resources and Internet Articles
- The Foundation Center
- MLA <http://owl.english.purdue.edu/owl/resource/557/15/>

Learning Objectives and Measurable Outcomes for Students

- Gain knowledge and understanding of the grant process paradigm.
- Comprehend mission, vision, and value statements and their core importance to the grant writing process.
- Understand the importance of internal and external environments as to how they relate to the grant writing process.
- Increase networking skills.
- Analyze models and structures of actual grants.
- Apply assessment, management, and leadership skills to the grant process. Role playing and round table discussions will further develop these skills.
- Using a SWOT analysis for organizational assessment, suggest ways to improve the organization prior to the grant writing process.
- Write a grant for an arts organization.

Course Requirements and Responsibilities

1. **Readings, Attendance, and General Participation**
All assigned readings are to be completed. Attendance is important, and roll will be taken weekly. Participation in discussion and knowledge of readings is imperative. 10% of grade.
2. **Assignments – Quantity of 2**
Assignments may include research, completion of some of the questions in the textbook, enhancement of networking skills, or expansion of grant documentation. 10% of grade.
3. **SWOT Analysis**
Understanding the arts organization is crucial for excellent grant writing. 10% of grade.
4. **Roundtable Discussions**
Full participation and engagement in consulting-like discussions. 10% of grade.
5. **Visit to The Foundation Center, GuideStar, Arts Organization, Grant Workshop, or Arts Council via the Web**
Analysis of one of these resources verbally in class – 10 minute presentation/discussion. 10% of grade.
6. **Written Grant**
More details will follow depending on skill sets of the “student consultants.” 30% of grade.
7. **Final Presentation of Written Grant**
20% of grade.

STUDENTS ARE REQUESTED TO SUBMIT WORK VIA EMAIL IN
MICROSOFT WORD, POWERPOINT, OR PDF FORMAT
Schedule

1. *Week 1 (09.16.11) Introduction and Matching Projects to Valued Mission*
Introduction to course.
Student introductions, skill sets, and goals.
Prepare for next week: Reading/skimming for pertinent information from
 - Karsh and Fox textbook: Table of Contents through end of Lesson 10.
 - First half of Rosenberg textbook.

2. *Week 2 (09.23.11) Tackling the Blank Page and Marketing the Mission*
Prepare for next week: Reading/skimming for pertinent information from
 - Karsh and Fox textbook: Lesson 11 through end of Lesson 14.
 - Second half of Rosenberg textbook.

3. *Week 3 (10.21.11) Roundtable Questions and Editing Drafts*
Prepare for next week: Reading/skimming for pertinent information from
 - Karsh and Fox textbook: Lesson 15 - end of book including appendices.

4. *Week 4 (11.18.11) Roundtable Grant Presentations*

5. *Week 5 (12.16.11) Roundtable Grant Presentations*
Congratulations!

Misc Information:

Last Day to Add (Full-Semester Course) September 6, 2011
Last Day to Drop (Full-Semester Course) September 30, 2011

Policies and Practices:

GMU Honor Code: <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*

GMU student information and resources: <http://www.gmu.edu/mlstudents/>

If you are a student with a disability and you need academic accommodations please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office. Students must inform the instructor at the beginning of the semester, and the specific accommodation will be arranged through the Disability Resource Center.

An incomplete grade (IN) is used only if the student requests it in writing. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes.