



Course Syllabus

<u>EDTC 5030</u>	ponotoc2@yahoo.com	
COURSE NUMBER AND SECTION	<u>Mary Beckmann</u> / beckmann@webster.edu	E-MAIL ADDRESS
<u>Searching for Classroom Grant Opportunities</u>	<u>Spring 2008</u> / <u>2</u>	
COURSE TITLE	TERM	CREDIT HOURS
<u>ONLINE</u>		
<u>SITE</u>		

1. **Course Description: (provide details of student focus, rationale, scope, and prerequisites)** This course is for individuals who have the desire to locate small grants that are offered to educators, trainers, and instructors. It covers searching for grants using the Internet and traditional methods. The course also covers writing techniques, terminology, tips, and suggestions for effective grant writing to simplify the process and ensure success.
2. **Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.**

- o Students will examine the basic principles and terminology associated with grants, how to write grants, and how to search for grants. (SOE 1) (ISTE NETS 1) (MoSTEP 1.2.11.1)
- o Students will develop an understanding of the various types of grants available. (SOE 1) (ISTE NETS 1) (MoSTEP 1.2.11.1)
- o Students will search for local grant opportunities and for grants offered via the Internet. (SOE 1) (ISTE NETS 1) (MoSTEP 1.2.11.1)
- o Students will become knowledgeable concerning common mistakes made in grant writing. (SOE 1) (ISTE NETS 1) (MoSTEP 1.2.11.1)
- o Students will demonstrate the knowledge gained in all aspects of grant searching and writing by creating a final project. (SOE 1) (ISTE NETS 1) (MoSTEP 1.2.11.1)

This course is designed to provide basic grant writing and researching skills for educators interested in pursuing small grants for the inclusion of technology into their teaching and learning environments.

3. **Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Supplemental Readings (these may change):

- <http://www.bruceclay.com/searchenginechart.pdf> Where is your search engine searching?
- <http://smarterkids.org/k12/index.asp> SmarterKids Grants
- <http://school.discovery.com/schrockguide/gadgets.html> Schrock Guide

The schedule will approximate the following:

- Week 1: Forming a search strategy – Internet searching for grants
- Week 2: Types of grants, searching locally for grant possibilities
- Week 3: Proper terminology, taking inventory and writing the intro / cover letter, the budget, and the actual grant
- Week 4: Tips and tricks, what to do if you do / don't get the grant and the final portion of writing the grant

4. **Resources:**

Text:

No text is required for this course.

5. **EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Letter Grade

90 -100 = A- to A

80 - 89 = B- to B+

70 - 80 = C

The following is approximate:

a) Introduction and searching posts	10
points b) Participation	10
points c) Researching	10
points d) Intro / cover letter	20
points e) Budget	20
points f) Actual grant	30
points	

e) Instructor feedback: The instructor will provide feedback on each assignment within seven days of submission. The instructor will maintain the grade book on a weekly basis.

f) Plagiarism will not be tolerated. Any student involved in plagiarism will be immediately dismissed from the course with a failing grade and will be reported to the department chairperson for further action.

6. FINAL PROJECTS: Final projects/papers will not be returned.

The final will be the culmination of searching for, and locating, an applicable grant along with the actual grant request (two to three-pages) using proper formatting techniques and terminology. The final project is to be e-mailed (as an attachment) to the instructor using Blackboard mail.

ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

ATTENDANCE:

Attendance is crucial in all online courses. This means that a student is expected to login to the course several times during each week.

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. It is important to actively participate each week in the course.

Attendance at all classes is required. If a student anticipates missing a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class. **Please note that we only meet 8 days, hence each meeting is crucial.**

The instructor reserves the right to lower the final grade by a letter grade for absences.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

OTHER n/a

STANDARDS / GOALS:

International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS**) – http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

- 1. Technology operations and concepts.**
Teachers demonstrate a sound understanding of technology operations and concepts.
- 2. Planning and designing learning environments and experiences.**
Teachers plan and design effective learning environments and experiences supported by technology.
- 3. Teaching, learning, and the curriculum.**
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- 4. Assessment and evaluation.**
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- 5. Productivity and professional practice.**
Teachers use technology to enhance their productivity and professional practice.
- 6. Social, ethical, legal, and human issues.**
Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The School of Education (SOE) Goals:

- 1. The knowledgeable learner:**
Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
- 2. The informed instructor:**
Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
- 3. The reflective collaborator:**
Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
- 4. The responsive educator:**
Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

This syllabus is subject to change at the discretion of the instructor.