THE UNIVERSITY OF NORTH TEXAS
COLLEGE OF VISUAL ARTS AND DESIGN
INTERDISCIPLINARY ART AND DESIGN STUDIES PROGRAM
Summer 3-WEEK 2021

ART 4570.001/5900.001
Grant Writing & Arts Funding
100% fully online course

INSTRUCTOR: DR. LAUREN CROSS
OFFICE: Art 212
OFFICE HOURS: Virtually by Appointment through Canvas Inbox & Chat; or Zoom
EMAIL: Please Message Through Canvas Inbox

COURSE DESCRIPTION:
ART 4570. Interdisciplinary Topics in Art. 3 hours. Study of advanced art topics, incorporating content related to multiple art disciplines. Topics include advanced issues in art direction/photography; typographic issues for fine artists; and parallels in art, culture and dress. Prerequisite(s): consent of instructor. May be repeated for credit as topics vary.

ART 5900 Special Problems. 3 hours. Conference courses open to advanced students capable of doing independent research under the direction of the instructor. Not to be registered for except when other graduate courses are not available. Registration permitted only with consent of school. A maximum of 3 semester hours of credit for each course.

REQUIRED TEXTBOOK:
1. Assigned videos, online content, and articles/chapters/essays posted on Canvas.
2. UNT Libraries: Grantseeking Resources Guide available remotely for a temporary basis

COURSE CONTENT:
This course will explore the study of grant writing and funding strategies for artists, creatives, and arts organizations. In addition to learning key terms and concepts within arts fund development the course will teach students how to access funding resources, write a grant proposal, and create and initiate their own strategic funding plan through active-learning and projects.

COURSE OBJECTIVES LEARNING OUTCOMES:
Students will:
1. investigate the nature of fundraising and fund development for artists, creatives, and arts organizations.
2. discover funding and grant-seeking resources in the UNT libraries and beyond.
3. explore the function and role of arts funding development through videos, LinkedIn Learning, presentations by industry professionals.
4. examine the philosophical, historical, and ethical dilemmas of fundraising arts projects.
5. test knowledge of course concepts, terms, and themes through course quizzes.
6. develop and discuss strategic funding plans for a student-initiated project in online discussion assignments.
7. reflect on course readings and funding ideas in the online discussion board.
PREREQUISITES

There are no required prerequisites for this course. However, in order to be successful in this course you will need to:

- Use resources provided through the course to research grant opportunities relevant to your creative interests.
- Cite sources, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives.
- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

COURSE STRUCTURE:

This course takes place 100% online. We will have pre-recorded lecture presentations using Pantopo and assigned outside video content throughout the session. There are 3 weeks of content that you will move through. For Week 1, completing the Start Here and Introduction modules will have access to Week 1 module, giving you the opportunity to work slightly ahead with the exception of discussion board assignments and quizzes. For Weeks 2-3, quizzes on lecture content will be posted by Wednesdays and should be completed by Friday.

Attendance/Online Class Preparation: Students should be prepared to engage in online class discussion by: 1) Viewing and reading all assigned course presentations and readings 2) Engaging in respectful and insightful with lectures, class discussions, presentations, and all course activities 3) Identifying a creative project that they are invested in pushing from idea to reality, and determining the funding models that are best for you.

Videos: Assigned online training videos and Pantopo lecture presentations will provide foundation information on fundraising tools in the arts, developing a strategic funding plan, and putting your funding goals into action.

Online Quizzes: For Weeks 2-3, quizzes on lecture content will be posted by Wednesdays and should be completed by Friday. Multiple-choice quizzes will assess your knowledge of key course terms and concepts from assigned videos and content.

Online Discussion: Discussion-based learning will be an important mode of engagement in this class, which will be prompted by brief presentations/lectures and online discussion board activities on assigned course readings and topics. Your participation in class discussion is required and vital to your success in the course. Students should come to class prepared to discuss course readings in order to receive credit for class participation.

Active Learning/Collaborative Learning Activities: As an extension of our class discussions, students will also engage in active and collaborative learning assignments/projects to engage course topics in innovative ways.

COURSE ASSIGNMENTS:

QUIZZES (50 points x 3 quizzes= Up to 150 points): Multiple Choice Quizzes on key course terms and concepts from assigned videos and readings on CANVAS. Quizzes will be opened on Wednesdays and will be due on Fridays by 11:59 p.m. Quizzes are untimed and can be retaken multiple times.

DISCUSSION BOARD ACTIVITIES (Up to 75 points): Each Week, students will engage in discussion board activities that allow students to reflect on a wider discourse on arts funding with classmates. During discussion board activities, students have the opportunity to reflect on current events, new funding models and suggest tools that might be relevant to others.

INTRODUCTION TO GRANTWRITING AND ARTS FUNDING WORKSHEET (Up to 100 points): During Week 1, students will complete the Introduction to Grantwriting and Arts Funding worksheet, which helps students to
reflect on their funding goals they hope to accomplish over the course of the session, such as drafting preliminary ideas on potential grants you hope to apply for, communicating about your funding needs, and developing a fundraising event that relates to supports your creative work.

GRANT PROPOSAL (Up to 100 points): During Week 2, students will submit a written grant proposal for funds that they qualify for, which can be applied to their individual creative projects. Grants can be for professional development (i.e., workshops, conferences, etc); project development/creative/studio time (i.e., fellowships, residencies, creative labs, research, etc); equipment/software for creative practice/organizations; community programs/project distribution/outreach (i.e., offering workshops, performances, community outreach, public art, etc); startup funding/Small Business grants or loans, or any other funding that requires an application process. Students will be assigned a peer group to review their proposals and give feedback based on grant qualifications.

STRATEGIC FUNDING PLAN WORKSHEET (Up to 100 points):
Students will develop a strategic funding plan (instructor will provide worksheet) based on individual funding goals and must identify at least three funding tools that can be developed by the end of class.

FINAL FUNDING PROJECT (Up to 200 points):
During Week 3, students will build off of their strategic funding plan and initiate preliminary steps towards their three identified funding tools. During Week 3, students will submit a brief presentation and report (instructor will provide template) as well as an updated strategic plan based on executing funding tools they have implemented as a result of the course. The Final Project will be broken up into two parts:

  Part 1: Final Project Proposal (Up to 25 points)
  During Week 1, Students will submit a 2-3 sentence proposal outlining the creative project they hope to accomplish over the course of the session.

  Part 2: Final Project Preliminary Report Discussion Board (Up to 75 points)
  During Week 2, Students will submit a 250-word preliminary report outlining where they are in the process of initiating their funding tools for their final project.

  Part 3: Final Project Presentation and Final Report (Up to 100 points)
  During Week 3, Students will submit their final project presentation and final report outlining the three initial funding tools they developed by the end of the class.

STUDENT EVALUATION (OR GRADING):
The grading system for the course is the following:
Quizzes (50 per quiz x 3 )..........................................................150
Discussion Board (25 x 3)..........................................................75
Worksheets (100 points x 2).........................................................200
Grant Proposal..........................................................100
Final Project..........................................................200
Total Possible Points 725

TECHNOLOGY/CANVAS: COMMUNICATION, READINGS AND ONLINE MATERIALS:
This course is 100% online and will use technology and CANVAS to distribute all course materials. CANVAS will also serve as a space for discussion amongst classmates, a portal for turning in course assignments and quizzes, and a way to access grades. Students will use the Inbox tool in CANVAS to get in contact with the instructor. Under no circumstances are students allowed to send mass emails to the rest of the class. Direct all questions for the class to the instructor. You can access CANVAS at unt.instructure.com/ using your university login and password. You can find support using CANVAS at the UNT Helpdesk on the web (http://helpdesk.unt.edu) by email (helpdesk@unt.edu) or by phone (940) 565-2324.
SYLLABUS POLICY 06.049: Please go to the following link for a copy of the policy:
https://policy.unt.edu/policy/06-049

ATTENDANCE POLICY: As a fully online Maymester class, students are required to be actively present online participating in class discussions and assignments. Not engaging online without contacting the instructor in writing will negatively impact your grade. On a case by case basis the instructor may work with students to make up assignments as a result of unforeseen circumstances. Accommodations of this kind including the result of medical emergencies must be documented and approved by the Dean of Students office and then submitted in writing to the instructor no more than 48 hours after the absence.

ACCEPTABLE STUDENT BEHAVIOR: Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACADEMIC INTEGRITY STANDARDS AND CONSEQUENCES: According to UNT Policy 18.1.16, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation].

ADA ACCOMMODATION STATEMENT: UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

ACCESS TO INFORMATION—EAGLE CONNECT: Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

COURSE RISK FACTOR:
According to University Policy, this course is classified as a category one course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.

Students who are pregnant or will become pregnant during the course of the semester are advised to check with their doctor immediately to determine if any additional risks are reason to postpone this course until a later semester. Upon request, your professor will provide a list of chemicals and safety issues for your doctor to review. Material Safety Data Sheets are available on all chemicals. It will be up to you and your doctor to determine what course of action to take.
EMERGENCY NOTIFICATION & PROCEDURES: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

CENTER FOR STUDENT RIGHTS AND RESPONSIBILITIES: Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.

Weekly Class Schedule

Week 1 (May 10- May 14): An Introduction to Grantwriting and Arts Funding
Modules: Start Here: Introduction; Week 1
Assigned Content: UNT Libraries: Grantseeking Resources: Funding for Artists; National Performance Network: Programs
Assigned Videos: Cross, “Grant Writing & Other Arts Funding” (CANVAS); Candid, “Introduction to Finding Grants”(CANVAS)
Due: Introduce Yourself on Discussion Board by Tuesday, May 11th at 11:59 p.m.
Due: Start Here Quiz by Wednesday, May 12th at 11:59 p.m.
Due: Week 1 Discussion Board Initial Post Wednesday, May 12th at 11:59 p.m.; responses to two classmates by Friday, May 14th
Due: Week 1 Grant Writing And Arts Funding Worksheet by Friday, May 14th at 11:59 p.m.

Week 2 (May 17-May 21): Grant Proposals & Strategic Funding Plan
Modules: Week 2
Assigned Videos: Candid, “Introduction to Proposal Writing (CANVAS); Cross, “Creating A Strategic Writing Plan”(CANVAS)
Due: Week 2 Quiz (Introduction to Grantwriting and Arts Funding) by Wednesday, May 19th at 11:59 p.m.
Due: Week 2: Discussion Board Initial Post by Wednesday, May 19th; responses to two classmates by Friday, May 21st at 11:59 p.m.
Due: Strategic Funding Plan Worksheet by Friday, May 21st at 11:59 p.m.

Week 3 (May 24-28): Strategic Funding Implementation Plan & Communicating Your Funding Goals
Assigned Videos: Cross, “Being Comfortable Asking For Money: Communicating & Initiating Your Plans”(CANVAS)
Due: Week 3 Quiz (Strategic Funding Plan) by Wednesday, May 26th at 11:59 p.m.
Due: Grant Proposal by Wednesday, May 26th at 11:59 p.m.
Due: Week 3: Discussion Board Initial Post by Wednesday, May 26th at 11:59 p.m.; responses to two classmates by Friday, May 28th at 11:59 p.m.
Due: Final Project Presentation & Final Report due by Thursday, May 27th–Friday, May 28th at 11:59 p.m.
Note: Please note that the above schedule is tentative; I retain the right to change the syllabus with or without notice.