



Online 8-Week Course Syllabus

CCD-9300 *Grant Writing and Fundraising*

Course Description

A comprehensive exploration of the critical skills and strategies required for successful grant writing and fundraising in the context of Christian community development. Students will gain the knowledge and practical expertise necessary to secure funding, manage grants, and sustain community development initiatives aligned with Christian principles.

3 credit hours

Prerequisites: None

Course Objectives

By the completion of this course, you should be able to:

1. Craft compelling grant proposals aligned with community development initiatives
2. Identify and develop relationships with potential funding sources
3. Specify and implement best practices for grant and budget management
4. Generate comprehensive fundraising plans to sustain community development

Course Materials (required)

This syllabus lists only the items you need to obtain. Any specific reading materials and media links utilized in the course, which are not mandatory for purchase, are available on Canvas for the corresponding week/lesson. If there is a course bibliography, it lists all reading materials and additional study suggestions for this course.

Readings:

Chahine, Teresa. *Social Entrepreneurship: Building Impact Step by Step*. 2nd ed. New York: Routledge, 2023. ISBN: 9780367556877. **[Chahine]**

Joyaux, Simone P. *Strategic Fund Development: Building Profitable Relationships That Last*. Hoboken, NJ: Wiley & Sons, 2011. ISBN: 9780470888513. **[Joyaux]**

Bible:

The Bible serves as a frequent reference in Moody's online courses. Unless otherwise indicated, you can use the Bible version of your preference. However, if a specific version is mandated, you might consider acquiring it for your library. Numerous versions are accessible online at no cost through websites like www.biblegateway.com, www.biblestudytools.com/bible-versions, and www.bible.com/versions.

IMPORTANT: Textbooks and supplementary materials in this online course undergo rigorous selection and approval by Moody Theological Seminary faculty to foster student engagement and learning. Perspectives expressed within the materials may not necessarily align with those Moody holds. We expect students to approach course content with maturity and respect, recognizing that it may diverge from a strictly biblical worldview. Engagement with the material should entail critical thinking and a mature understanding. Should you encounter difficulty with the material from a biblical or theological standpoint, don't hesitate to contact your course instructor for assistance and guidance.

Course Work

All coursework is due according to the **Schedule**.

A. CLASS PARTICIPATION: Active engagement is a fundamental expectation in this graduate-level online course. Participation encompasses two key aspects: interaction with study materials (reading/media) and discussion boards with fellow students. Class participation constitutes a sizable portion of your final course grade and includes two fundamental areas: study materials (reading/media) and discussion boards (student interaction).

1. **Study Materials:** Thoroughly engaging with course readings, audio/video materials, online articles, and other resources is integral to your academic growth. It is imperative to complete these study materials before tackling graded assignments and initiating discussion board contributions for each lesson. Although Moody may not mandate reporting your reading/media engagement, adherence to the **Course Honor Code & Professional Conduct Statements** listed below necessitates active involvement with course content.
2. **Discussion Boards:** Discussion boards serve as platforms for collaborative learning and peer interaction, essential components of graduate-level education. Failure to participate in discussion boards deprives oneself and peers of valuable learning opportunities. Such disengagement is detrimental to the learning community. Late postings on discussion boards will not receive credit unless the student obtains the instructor's approval. Your presence in discussions must be substantive.

Without specific instructions to the contrary, adhere to this schedule regarding discussions:

- **Initial Post:** Post your initial response to the discussion question by Friday, 11:59 pm CT (Central Time).
- **Replies:** Respond to at least two (2) different student threads by Monday, 11:59 pm CT.

B. ASSIGNMENTS: Assignments serve as the principal method for evaluating the acquisition of knowledge and skills, encompassing tasks such as papers, reports, exams, and projects. Specific guidelines for each assignment are detailed in Canvas. After completing the assignment, please save the file and submit it via the designated link in Canvas for your instructor to evaluate. Your instructor provides assignment feedback through Canvas. All assignments are due each week by **Monday at 11:59 pm CT** unless alternative instructions are provided.

Assessments

Grades for this course will consist of:

Assessment		Total Points	Percentage of Final Grade*
Class Participation: Discussion Boards (8 @ 18 pts.)		144	20%
A1-1	Analysis Paper	100	5%
A1-2	Reflection Paper	100	5%
A2-1	Analysis Paper	100	5%
A2-2	Strategic Plan (Paper)	100	5%
A3-1	Analysis Paper	100	5%
A3-2	Reflection Paper	100	5%
A4-1	VMV Statements	100	5%
A4-2	Reflection Paper	100	5%
A5-1	Analysis Paper	100	5%
A5-2	Reflection Paper	100	5%
A6-1	Analysis Paper	100	5%
A7-1	Analysis Paper	100	5%
A8-1	Fund Development Plan	100	20%
Totals:		1,444	100%

***Note:** This course uses weighted percentages to determine your final grade.

The following scale determines letter grades:

Letter Grade	Percentage Equivalent	Description
A	96-100	Exceptional work
A-	94-95	Excellent work
B+	92-93	Very good work
B	89-91	Good work
B-	87-88	Above average work
C+	83-86	Average work
C	79-82	Work needs improvement
C-	75-78	Minimally acceptable work
F	<75	Unacceptable work

Turabian Writing Style Requirement

In adherence to academic standards, all written assignments for graduate courses at Moody Theological Seminary must conform to the Turabian style guidelines, except for students pursuing counseling and TESOL degrees, for which APA style is mandated. However, instructors may exercise discretion to waive this requirement for specific assignments, such as discussion boards, blogs, or emails. Unless otherwise specified, students must adhere to Turabian guidelines. Assignments not meeting these formatting standards may be returned for revision, potentially incurring a late penalty.

Additionally, all submitted documents must adhere to the following formatting standards:

- Font: Times New Roman, Cambria, or Century Schoolbook, at 12-point size.
- Page size: 8½ x 11 inches.
- Spacing: Double-spaced.
- File format: Microsoft Word document (.doc or .docx) only.

Please note that assignments submitted in formats other than those specified will be rejected and may incur a late penalty upon resubmission. It is imperative to consult the latest version of the Turabian style guide, *A Manual for Writers of Research Papers, Theses, and Dissertations*. A "[Citation Quick Guide](#)" is available online.

Use of Generative Artificial Intelligence

Generative Artificial Intelligence (AI) is still developing, and the rules for using it are also developing. Generative AI tools use large language models and other source material to produce a response when prompted by a user. Such tools can create various outputs, including text, images, audio, video, and more. In this course, AI resources are allowed to assist in organizing or outlining your work or checking on your writing clarity, but they are **NOT** allowed to write an entire assignment for you.

1. Students must keep the following in mind when making use of AI:

- The quality and reliability of responses produced by AI are limited by the body of source material used to train it and by the quality of the prompts used to access it.
- AI does not think about or understand text like a human does.
- AI tends to invent facts and sources due to poorly worded prompts and the limitation of the body of source materials; therefore, the user must check the data carefully.
- Students are responsible for the content they submit for course credit, including anything AI creates.
- Students must not present content created by AI as their original work.

2. AI may be appropriately used to:

- Ask what is commonly known or said about a topic.
- Brainstorm ideas for a project.

- Gather and summarize ideas.
- Organize material such as a student's notes into an outline.
- Help with study.
- Ask for advice or feedback on a project.

3. AI may *not* be used in the following ways on any work that is submitted for credit:

- On assignments designed to test student understanding, particularly closed-book quizzes and exams.
- On any exercise in which students are assigned to review specific source material and answer questions based on it, such as homework covering the reading of an assigned text or an open-book quiz.
- To write the first drafts of any sentences or paragraphs.
- To extensively revise the content or word count of any paper for the students, including translating a paper into English. (This differs from asking for revision advice or being used as an essential proofreading tool.)
- To summarize sources as a substitute for reading and understanding those texts.

4. If AI is used in the preparation or completion of work submitted for credit:

- The student must independently verify any substantive facts produced by AI.
- Its use must be cited if the submitted work contains or references material produced by AI.
- If the submitted work contains or references material from secondary sources identified by AI, the student must independently verify and cite these sources.
- Its use must be acknowledged if used to edit or otherwise revise work created by the student.

For more advice on using AI, see the [Guidelines for Using AI Writing Tools](#).

To indicate the use of Generative AI resources, you should include the following or similar statement at the end of your written work (not placed in the Works Cited):

"The author acknowledges the utilization of [Generative AI Tool Name] in preparing this assignment. [Generative AI Tool Name] was employed in the following manner(s) within this assignment: (e.g., brainstorming, grammatical correction, citation, outlining, specific section of the assignment)."

To ensure academic integrity, you must openly disclose any AI-generated material utilized and provide proper attribution. This includes in-text citations, quotations, references, and outlines. Citation clarification can be found at [The Chicago Manual of Style.org](#) (Turabian).

Course Honor Code and Professional Conduct Statements

Course Honor Code

You must maintain the highest ethical and moral standards at Moody Bible Institute Online in your quest for academic excellence. Therefore, you commit not to cheat, steal, or claim credit for the ideas and words of others. You commit to respect the intellectual property of others and will always acknowledge the authorship of intellectual property in all forms. By participating in this course, you acknowledge that you have read this syllabus and agree to abide by it.

Professional Conduct

Moody Bible Institute online students are expected to conduct themselves in a manner conducive to continued growth toward biblical and spiritual maturity. You are expected to access classes regularly, interact with the required readings and media, and be fully prepared and engaged. You are expected to act professionally and with a high degree of ethical conduct while applying yourself fully to the job of learning. All communications are expected to be conducted professionally in assignments, email, or

Discussion Boards, whether oral or written. Consult the *Student Handbook* for further details on distance learning/online students on the “Code of Conduct for Online and Non-Residential Students.”

You must know and observe all institute policies and procedures. Keep current with this class by reading the information posted on the Announcement page and emailing your official *Moody.edu* email address.

Academic Integrity and Penalties for Academic Misconduct

Academic integrity requires students to be responsible and honest in their academic work. Assignments, examinations, and other educational requirements are intended to foster student learning. Students are expected to submit original work, use appropriate citations, give credit to the ideas or words of another person, and refrain from cheating of any kind.

Cheating

Cheating is any act (whether successful or attempted) in which a student is dishonest or seeks to gain an unfair advantage on an assignment, quiz, paper, examination, class, etc. Some common forms of cheating include, but are not necessarily limited to:

- Using unauthorized material during an examination or other assignments
- Submitting the same assignment in more than one class
- Lying to an instructor to obtain an excused absence, extension on an assignment, makeup examination, admission to a class or program, etc.
- Inappropriate collaboration on classroom assignments
- Assisting others in academic misconduct

Plagiarism

Plagiarism is taking the ideas or words of another person and presenting them as one's own, whether intentional or unintentional. Deliberate plagiarism is unethical and constitutes a serious infraction of academic policy. When the words or ideas of others are used, proper credit must be given, either in a footnote or in the text.

Penalties for Academic Misconduct

First Offense: automatic failure of any assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The course instructor will notify the Academic Standards Committee via the registrar with an explanation of the situation. Discretion is given to the Academic Standards Committee and the Academic Dean to impose more strenuous penalties. The violation will remain on record, and information concerning the incident will be communicated to all instructors.

Second Offense: automatic failure of any assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The course instructor will notify the Academic Standards Committee via the registrar. Discretion is given to the Academic Standards Committee and the Academic Dean to determine an appropriate penalty with a minimum penalty for failure of a course and a maximum penalty for suspension or dismissal. A record of the violation goes into the student's file. The Academic Dean will notify the faculty of the results of this process.

ADA Compliance Statement

Moody Bible Institute and Moody Theological Seminary comply with the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act by providing appropriate accommodations to qualified students with disabilities. For modifications or adaptations, contact the Student Resource Center's disability services provider before or within the first two weeks of the semester. Accommodations are not retroactive. Contact our disability services office at studentresourcecenter@moody.edu.