“Spotlight on Re-Search: A New Beginning”

Selected Proceedings of the 2008 Michigan Teachers of English to Speakers of Other Languages Conference

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Abstract

This paper discusses a project-based learning assignment used in an undergraduate level Teaching ESL course. Students with little to no background in ESL or migrant issues formed learning groups with the goal to address the over-arching question of: How can ESL learners from migrant families be better served educationally? First, students researched the issue at both national and local (West Michigan) levels and then collaborated to develop programs to address local problems. Following this, students designed websites for their projects and wrote up hypothetical grant proposals to seek funding for their projects. In this paper, the theoretical background for project-based learning is presented, followed by a description of the project. The paper then progresses to a discussion of the benefits, challenges, and limitations of this type of project from both the teacher’s and students’ perspectives.

Introduction

One megastrategy for teaching English Language Learners (ELLs) is to “involve the learner in projects that offer long-term, meaningful learning” (Diaz-Rico, 2004, p. 378). This strategy can also be used in teacher-training programs, specifically within the format of Project-Based Learning (PBL) and its relative, service learning. In PBL, students develop the skills to take the initiative in their own learning as well as the responsibility for seeing a project through to completion. When done in a way that involves authentic issues in the real world, students become emotionally invested in their work, take ownership of their project, and become more integrated within their own communities. (For further discussion on this approach, see Katz & Chard, 1989; Moss, 1998; and Roth-Vinson, 2001.)

According to Blumenfeld, Soloway, Marx, Krajcik, Guzdial, & Palinscar (1991), the four main characteristics of PBL include: 1) contextualizing involvement with a

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2 For more information on service learning with ELLs, see O’Grady & Chappell (2000). For a discussion of service learning in general, see Furco (1996). Examples of service learning in the traditional university classroom include Becnel, McLeod, Pope, & Shaw (2003), Jerman, Friend, McLeod, Taylor, & Coull (2006), and McLeod (in press).
driving question that reflects an authentic real-world issue; 2) conducting active research that immerses learners into the authentic situation and encourages higher level critical thinking skills, such as in Bloom’s Taxonomy (Bloom, 1956); 3) collaborating with others to such an extent that a learning community evolves; and 4) using cognitive tools (e.g., computer graphics or web design) in a final presentation on the issue.

When PBL is combined with actual community problems that need solving (sometimes referred to as problem-based learning) and/or with service learning, both content knowledge and community integration are further strengthened. An example of a combination of problem-based and service learning in an ESL situation is that of Gordon’s work with high-school aged ELLs and the learning of literature (Gordon & Pearson, 2008). In her class, Gordon taught Arabian Nights in a multi-layered format, incorporating video, text, and writing. Students faced the challenge of converting the piece of literature into a play that could be understood by younger ELLs at an elementary school and then took their play on the road. Encountering success, Gordon’s students then decided to present their play to seriously ill children at an area children’s hospital. However, because of the children’s fragile emotional and physical states, Gordon’s learners faced another challenge— that of revising the play to delete all story events involving death, dying, mutilations, loud noises, or anything scary while still retaining the underlying integrity of the story. These high school ELLs then took their play on the road once again, providing a service to a new population of children in the community.

Another example of PBL, this time at the university level, involves the progression of events leading to the writing and publication of the well-received and highly recommended text Tongue-Tied: The Lives of Multilingual Children in Public Education (Santa Ana, 2004). This volume of first-person accounts, revolving around the struggle for acceptance of multilingualism in U.S. public school systems, sought to “unsilence” (Zepeda, 2004, p. xi) the authors’ voices and encourage those still silent to find their voice. The project began in reaction to the highly controversial passing of California’s Proposition 227 in 1998, which, in part, mandated that all public school education in the state of California be conducted in English. Rather than the students simply protesting the passage of this proposition, the instructor of the course sought to address the problem by having his multilingual students write of their own experiences growing up multilingual in a predominantly monolingual country. The students then combined their essays and poetry into a single volume and sought publication of the project in order to reach a wider audience, thereby increasing the chances of having their voices be heard and effecting a change in the educational system.

Thus, Santa Ana’s students were challenged by a project that took a problem, sought a solution, and implemented a plan to serve others by the sharing of their childhood educational and language experiences in a published text. It is against this

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3 See http://primary98.sos.ca.gov/VoterGuide/Propositions/227.htm for a description of Proposition 227, along with a legislative analysis, arguments in favor of the proposition, and a rebuttal to the arguments.
backdrop of PBL and service learning that the university-level project reported here is set.

The Project

Context

This project took place in an undergraduate course at a mid-sized state university during the winter term of 2008. The focus of the course was pedagogical methods for use with ELLs. Students in the course were English majors with either an emphasis in Language Arts or Secondary Education. All of the students (N=23) had taken an introductory linguistics course as a prerequisite, but they had little to no background knowledge or experience with ELLs and/or migrant issues. Because of this lack of background to use as a frame of reference, the instructor sought to contextualize the material by using a PBL approach.

A problem, from the instructor’s perspective, is that ELLs on the west side of the state of Michigan—where most of the students hoped to teach in the future—can be very different than those on the east side of the state. On the east side, being that Michigan is a port-of-entry state, there is a greater proportion of ELLs from immigrant and refugee families compared to the west side of the state, more heavily agricultural, where there are large numbers of children from migrant families, especially during the time period running from March through October. The question presented itself of how to best address this difference in pre-service teacher education.

Inspired by the work of Santa Ana with college-aged students, as well as the known benefits of PBL and the university’s strong emphasis on community service, the instructor sought out a basic text on migrant issues. Such a text, focused specifically on children of migrant workers in the university’s own “backyard,” is that of Western Michigan University’s Karen Vocke. Her 2007 text, entitled “Where Do I Go from Here?: Meeting the Unique Educational Needs of Migrant Students,” includes discussion and photos of areas that many students in the course drove by, unknowingly, on their way to classes each day. As such, it provided an eye-opening reality to the immediacy of the situation. In the introductory material to her work, Vocke (2007) underscores what the students came to realize on those drives to school:

Migrant farm laborers are often called America’s “invisible people” – a term that, tragically, is just as applicable to their children. Because their lives are transitory and their English skills often limited, our opportunities to have a lasting impact on their literacy education are far too brief. But that makes these children no less deserving of our full commitment. (p. 3)
**Goals**

Motivated by the works of Santa Ana (2004) and Vocke (2007), the instructor (first author) then asked herself: How can I move my tongue-tied pre-service teachers to a sense of empowerment in working with their future students in order for them to, in turn, move their tongue-tied migrant ELLs to a sense of empowerment about learning and their future? Thus, the overall goal for the instructor was to challenge students to become informed professionals ready to step forward and make a positive difference in their communities. For the students, the overall goal was, first, to develop an awareness of an “invisible” problem in their communities and the schools where they would soon teach, and, second, to prepare, as teachers, to make a significant positive difference in these children’s lives.

**Objectives**

The specific objectives the instructor had for the students were as follows: 1) to become informed professionals with a high degree of knowledge concerning both the issues surrounding migrant workers and appropriate methods for teaching children of migrant families; 2) to become proactive community members, empowered by knowledge, to solve authentic problems; 3) to learn how to conduct high quality library research on a specific topic; 4) to learn how to write a formal grant proposal in order to secure project funds in the future, as well as increase their marketability during their upcoming job searches; and 5) to increase their professional interpersonal communication and work skills.

**Procedure**

Students were first divided into two large groups of twelve students each for two reasons: 1) the project was large with only 14 weeks available for completion; and 2) typically, several students will drop the course during the first half of the semester, with the potential result being a group too small for the workload. Then, in order to address the previously stated goals and objectives, students were given the following question and tasks. The question was simple and open-ended in order to encourage students to be creative, to think outside-of-the-box, to tap into their individual interests and strengths, and to take ownership of their own learning and projects. (The full project guidelines can be found in Appendix A.)

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4 The use of the term tongue-tied in reference to the pre-service teachers is to draw a common thread between the title of the book used for inspiration for this project, the university students in the course, and the ESL children of migrant families that might be their future students. The term tongue-tied for the pre-service teachers is meant to reflect their lack of knowledge of migrant issues and ESL learners, as well as lack of teaching experience. Webster’s New World Dictionary of the American Language (1964) defines tongue as meaning “ideas expressed by speaking” and “power of speaking,” while defining tongue-tied as meaning “speechless from amazement, embarrassment, etc.” (p. 1534). The pre-service teachers, because of their lack of knowledge and experience, were in effect tongue-tied—they did not yet know enough to be able to express their ideas, and they were embarrassed because of this. It was through this project that they developed the power to speak out on these issues with confidence.
Question: How can ESL learners from migrant families be better served educationally?

First, students formed two large learning groups (N=11, N=12) in order to address the above question. They then worked through the following steps:

Step 1: Understand the Problem
Students conducted various types of research in order to equip themselves with as much knowledge as possible on migrant issues, both across the U.S. and in West Michigan. The traditional library research was used, along with meetings with area service agencies and interviews with individuals personally affected by the migrant experience. Issues explored included economics, health care, identity, language, and education.

Step 2: Determine What Can Be Done Realistically in this Community
Using the general knowledge about migrant issues that had been obtained, along with the specific knowledge of the situation in West Michigan, students brainstormed ideas for potential projects that would address an existing need within the West Michigan area. Using their developing professional communication skills, students then came to a consensus on a specific project that would address educational needs in some way. Once a consensus was reached, students planned out their proposed project in detail.

Step 3: Write a Formal Grant Proposal
In order to complete this step, students first needed to research and identify appropriate grant organizations and then needed to write up a formal grant proposal for their project. Proposals needed to include a strong rationale for why their project was important and feasible in addressing a specific need in the community that was currently unmet. Students also needed to include background information that set the stage and supported their proposed project and rationale, including references. Additionally, the proposals needed full details on how their proposed projects would be carried out, including short-term (one year) and long-term (five year) timelines; goals and methods of assessing outcomes; and a detailed budget for the funds requested.

Step 4: Submit all Research, Project Details, and Grant Proposal
Students submitted large binders that contained all library research that had been done, including transcripts of interviews with agency representatives and individuals. Full details of their proposed plans needed to be included, along with the entire formal grant proposal.

Step 5: Formal Presentation of Project
Students gave a formal oral presentation of their projects that included the following

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5 Due to time constraints, project grant proposals remained hypothetical and were not actually submitted to granting organizations at the end of the semester. Students, however, were encouraged to further refine and then submit their proposals at a later date when they were in a better professional position to carry out their proposed projects.
areas: identification of an actual education-related problem, a formal proposal for how to address the problem, and a summary of their grant proposal.

Finally, projects were assessed by the professor and a grade assigned. Criteria included depth and breadth of background research, both at national and local levels; creativity and feasibility of proposed projects; likelihood of grant being funded based on how well it was written and supported; and professionalism of formal oral presentation.

**Description and Assessment of this PBL Course Component**

**Project Descriptions**

From the instructor’s perspective, this macro-project under a PBL approach went quite well, though not entirely without challenges. Students were creative in designing very different culminating projects. One group focused on ELLs directly, creating the *Learning Tree: The Coalition for the Education of Migrant Children of West Michigan*. The goal of this project was to promote additive bilingualism and biliteracy through biculturalism. This group proposed to use “traveling suitcases,” each with a different theme, and each containing a carefully selected assortment of books and manipulables that would encourage cultural pride. These suitcases would remain in each migrant camp for a period of two weeks before rotating to another camp. The second aspect of this project involved providing bilingual instructor-volunteers for after-school type programs, located at the migrant camps, in order to work with both students and parents using the materials in the “traveling suitcases.” By using culturally-supportive materials and encouraging ethnic pride, it was hoped that children of migrant families would be encouraged to become productive members of both the macroculture and microculture – becoming not only bilingual, but also biliterate and bicultural.

The other group, rather than focusing on the ELLs themselves, designed a project that sought to support K-12 teachers of ELLs. Under the name of the *Michigan Organization for the Advancement of Migrant Students* (MOAMS), their goal was to bridge the gap between teachers and students of migrant families by providing effective resources and materials for the classroom. They proposed to do this in two ways: 1) by holding in-service days in West Michigan in order to create an awareness in teachers regarding the unique educational needs of their migrant students; and 2) by providing a $150 stipend to each attending teacher for his/her use in purchasing ESL supplies for their classroom from a list of carefully chosen items. It was hoped that by having appropriate resources readily available in classrooms that students’ needs would be more easily met. Further, it was hoped that these materials would be loaned out within schools by the various teachers, thus developing an intra-school “lending library” system. This project was presented by two representatives of the group at the 2008 MITESOL conference where it was very well received (Pearson, Roth, & King, 2008). Attendees fully supported and encouraged the students to make their proposal a reality, not just as it was originally conceived, but with the following additions: First, it was suggested that
the group develop itself as a non-profit organization; and second, for the group to
continue the idea of a lending system beyond the individual schools’ borders, instead
creating a non-profit storefront operation that would act as a clearinghouse to facilitate
the lending of books and materials across school districts and beyond.

Benefits from the Instructor’s Perspective

As noted previously, students designed very different, creative projects. In
addition to the creativity the students exhibited, they also become invested in their
projects, going beyond the specified requirements. Both groups developed themselves
as organizations with functioning websites highlighting their projects. Further, some of
the students showed serious interest in further sharing their ideas and pursuing their
projects, even after the culmination of the course. Two students presented their specific
project in detail at the 2008 MITESOL conference (King & Roth, 2008). All students
left the course feeling that they were not only better prepared to teach ELLs, but also that
they could make a positive difference in the educational system and in the community.
The following comments are representative of feedback the instructor received on
anonymous project evaluation forms.

I’m really Proud of what our group has done, and I think some of us, including
myself, will actually try to implement our ideas in the community.

I thought that [project] really motivated me as a teacher. I am now considering
getting a masters in teaching ESL. This project sparked a feeling that I didn’t
know was so deep.

I loved the real-world application of this project. It addressed the real problems
that exist for the migrant children today. I liked how it was centered around the
needs of the children. It made what we were learning in class come alive.

Challenges & Possible Solutions from the Instructor’s Perspective

Though considered from the instructor’s perspective to be successful overall,
several areas of the project posed problems. Initially, students were overwhelmed and
frustrated by a large group project that, although having specific guidelines and steps,
was also open-ended. As a result of this, students took too long to get started on the
actual projects. A possible solution to overcoming this problem would be to break up
the project into several segments. This would increase the structure of the project in
order to decrease feelings of being overwhelmed, while at the same time keeping the
project open-ended to encourage creativity and thinking outside-of-the-box.
Segmentation would also incorporate on-going accountability, thereby decreasing
procrastination. A segmented system would also enable the instructor to provide
periodic feedback of a written nature in order to increase student feelings of security and
a sense of making positive progress. If PBL was used throughout an entire academic
year, this scaffolding could be gradually removed once students were more comfortable with a PBL approach.

A second problematic area involved students not being able to agree on which project to pursue after the initial data gathering and brainstorming, along with the difficulty encountered by some due to their lack of interpersonal communication skills. A possible solution would be to divide the class into smaller groups of approximately five students in order to decrease the potential for conflict while at the same time encouraging development of much-needed communication skills. Smaller groups would also potentially decrease time management problems as there would be fewer school/work schedules to coordinate.  

Benefits from the Students’ Perspectives

As with the instructor’s perspective, the students also felt there were both benefits and challenges using a PBL approach. According to two of the students (the 2nd and 3rd authors of this paper), students felt that although the size of the groups was large, there was still equal contribution by all members. They also felt that there was genuine interest in the project, with the sense that all group members were invested in the project and working as a team. In one of the groups, there was a decision to break the project into sections, with pairs/small groups assigned to each. This increased the work efficiency, as the smaller groups brought their compiled contributions to large group meetings where more could then be accomplished. Breaking up into smaller sections within the larger group also played to individual group member’s strengths; for example, those who had strong technology skills worked on developing a website, those with strong writing skills worked on the grant proposal, and those with artistic skills worked on the graphic design of a pamphlet promoting the group’s project. Additionally, the assignment was open-ended, thus allowing the groups to implement their own ideas, thoughts, and creativity into addressing the project’s goals.

 Challenges from the Students’ Perspectives

From the students’ perspectives, for each element of the project that held a positive, there was also a concurrent negative that provided a challenge. According to the student coauthors of this paper, for example, since the assignment was open-ended, allowing for the encouragement and implementation of creativity (a positive), this initially presented the problem/challenge of finding a focus for the project as all the students had ideas from various points of view that they wished to see addressed. Also, although the smaller groups working within a larger group increased efficiency, it was

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6 The suggested modifications have been put into effect for the winter 2009 semester and appear to be solving the aforementioned problems. Students are working in groups of 5-6; there are now three due dates throughout the semester with various sections due (background search, decision on project with rationale, and final project) which not only allows for on-going accountability, but also instructor feedback; and students are being given 10-15 minutes at the end of each class period to consult as a group on their projects, reducing the number of out-of-class meeting times with the difficulty of coordinating school/work schedules.
difficult to coordinate and set small group deadlines as there were no intermediate deadlines for the project as a whole, only the final due date. A related challenge involving size of the large group was that it was difficult to find common meeting times to share ideas, to collaborate on progress of the project as a whole, and to move forward on new work due to conflicting class, work, and extra-curricular schedules. Finally, for both groups, in their genuine enthusiasm for this PBL approach, students got ahead of themselves in trying to create final projects without having first done the needed research and development to support their ideas. This necessitated some backing up and reconfiguring of the projects.

**Evaluation and Conclusion**

The question that must now be asked is: were the goals and objectives set forth at the beginning of this assignment able to be met through a PBL approach? In short, the answer must be in the affirmative. The objectives, as stated earlier in this paper, were: 1) to become informed professionals with a high degree of knowledge concerning both the issues surrounding migrant workers and appropriate methods for teaching children of migrant families; 2) to become proactive community members, empowered by knowledge, to solve authentic problems; 3) to learn how to conduct high quality library research on a specific topic; 4) to learn how to write up a formal grant proposal in order to secure project funds in the future, as well as increase their marketability during their upcoming job searches; and 5) to increase their professional interpersonal communication and work skills. Though students met challenges along the way, these actually contributed to the last three objectives being met, in that students further refined their research skills, learned how to locate and write a grant proposal, and, perhaps most importantly, developed the interpersonal communication skills so necessary in today’s world. Students also met the first objective, as evidenced by their ability to coalesce their acquired knowledge into a project that was not only feasible, but also creative. Though the second objective will not be able to be fully ascertained for another year or two, once all the students have graduated and are teaching on their own, by all indications it will also have been met.7

The earlier stated overall goal was, for the instructor, to challenge students to become informed professionals ready to step forward and make a positive difference in their communities. For students, the overall goals were to develop an awareness of an “invisible” problem in their communities and the schools where they would soon teach and to prepare, as future teachers, to make a positive difference in these children’s lives. And to reiterate the overarching question, which drove the instructor to develop this PBL task: How can I move my tongue-tied pre-service teachers to a sense of empowerment in working with their future students in order for them to, in turn, move their tongue-tied migrant ELLs to a sense of empowerment about learning and their future? As with the

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7 A basic grading rubric can be found in Appendix B. Students also filled out peer evaluations based on work habits, significance of contributions, and interpersonal communication skills.
specific objectives, the overall goals were met, voiced best by the students themselves in their previous comments as well as below. Their comments also shed light on not only the viability, but the appropriateness and advantages of a PBL task for this type of learning in a teacher-training program at the university level.

*I thought overall this was a very rewarding & meaningful project. It has made me excited to (hopefully) work with migrant students in the future, especially now that I am aware of the common struggles they face. I like how this project made us aware of not only common global problems that exist for children of migrant workers, but specific problems in our community.*

*The process of creating a solution to a meaningful problem was...liberating.*

*I liked this project because we were able to research a problem significant to our society & create a solution as a group. I refined (and developed) skills such as working as a team, maintaining responsibility, & being flexible.*

*Feeling like we can actually do something and make a difference when we see a problem.*

*I really enjoyed doing the research for this project. It was really neat to see the whole process from thinking of ideas to actually writing the grant. I feel that I am so much more aware of issues going on in my community and have now seen that there are things I can actually do to help.*

As can be seen in the quotes throughout this paper, students speak of their experiences, their gain in knowledge, their hope of making a difference in their communities. Some speak of emotions they did not know they had and of continuing their studies to focus specifically on ESL students. Most importantly, students are no longer tongue-tied but rather speak from a perspective of being empowered. By gaining their own voice and sense of empowerment, it is hoped that they, in turn, will instill in their own migrant students a sense of self, a voice, and a feeling of empowerment.

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8 All comments were in anonymous written form. Students, however, could opt to sign their form giving permission for their comments to be used, anonymously, in oral or written reports on this project.
Author Note

Christen M. Pearson, Associate Professor, English Linguistics and TESOL, Grand Valley State University; Anne Roth, Grand Valley State University; Rebecca King, Grand Valley State University. The first author would like to acknowledge and thank all the students in this class who willingly shared their perceptions and comments on this project. Correspondence concerning this article should be addressed to Christen M. Pearson (pearsonc@gvsu.edu).
References


Appendix A
Migrant Project Guidelines

Under the surface, GVSU has several significant on-going projects of which many students/faculty/staff may not be aware. One of these involves the broad issue of sustainability, specifically as it relates to the environment, economy, and society. There are also “think tanks” being held on campus involving the issue of poverty and social justice. Your overall task is 1) to research these areas (sustainability of the environment, sustainability of the economy, sustainability of society, issues of poverty, and issues of social justice) and consider how they relate to ESL migrant children and their families; and 2) write a proposal for a major feasible project that will address these issues in a way that involves education. This is a HUGE project.

Step 1: Understanding the Problems

In order to get started, you will want to consider the following:

- What do each of these terms mean?
- What is the situation across the U.S.?  In west Michigan?
- How do these issues impact specifically on the migrant population here?
- What is currently being done nationally and locally to address these problems?
- What grants are available to communities to address these problems?
- How does one go about writing up a proposal for a grant?
- What issues most immediately impact the students I will be teaching?  Their families?
- What areas are most in need of being addressed?
- What can I do individually, as an educator, locally, at the state level, and nationally?
- What can we do as a group, collectively, to address these problems?

Each question will most likely lead to another group of questions to explore. Using all resources available to you – the internet, interviews with community members, public radio/public television documentaries, academic texts, etc. – saturate yourself with knowledge on these problems.

Step 2: Determining What Can Be Done Realistically in this Community

This step is basically identifying some specific areas of concern that can be realistically and feasibly addressed. It will become your Plan of Action (POA). At this point in the project, you will be discussing the issues in depth, sharing knowledge you have gained, and determining further areas that will need to be researched. Your focus will be migrant families in West Michigan, specifically, the ESL children of migrant families in the local schools. You will want to consider language issues, learning and academic literacy, the influence of socio-cultural issues and poverty, etc.
Find your passion within this broad topic and decide what you can do to make a difference, to be a force for positive change.

Step 3: The Formal Proposal

Write a formal proposal for how your plan will be implemented. Check out grant applications to see what type of information is requested. You will minimally need to identify the problems you want to deal with (minimally, two global problems along with several smaller problems under each of the larger problems); give a rationale for why these issues need to be immediately addressed; provide background on the problems; identify current programs in the area, including their strengths and weaknesses; propose a well-thought-out plan (including how each area will be implemented), worthy of being funded, for how to address these problems in a better way, with key one year and five year goals. Depending upon how your project evolves, you may have other sections within your proposal. All proposals, though, must include a full list of all sources of information written in APA style. Each individual should keep extensive notes on all sources they consult and what information they obtained from each source. These will need to be pooled for the references; the easiest way to do this is to keep a running log of all information and sources on a weekly basis. Make sure that more than one person is doing this at all times, due to computer problems and such.

Notes: As noted already, this project is huge. It is meant to challenge you as students, as individuals, and as a class. It is meant to motivate you to see how what you are learning in school can prepare you for your future and the future of all with whom you come in contact.

There are no further guidelines for this project. It is open-ended in order for you to have free reign to deal with the problems you find yourselves to be most passionate about, in creative ways, and that use your collective strengths. Make sure, though, that with each step, you consider all the implications and potential repercussions that could result. The only way to determine these is to become as knowledgeable as possible about each area. For example, a group in Grand Rapids decided that community gardens would meet the needs of area residents for wholesome fresh foods. Their plan was to put in the gardens, provide the seeds and tools, and be available for sharing knowledge on how to garden. They did not anticipate that residents had no knowledge of most fruits and vegetables, due to not having previous access to them; that residents did not know how to cook the fresh vegetables given to them; and that residents were not interested in growing their own food, as their first priority/concern were jobs. A problem had been identified, a solution formally proposed, the grant obtained, and the project undertaken – yet the people who were in need had never been consulted. Keep this in mind.

It is my hope – my vision – that you will take this project beyond this class and actually pursue it in some way to make a difference in your community. Good luck!
Appendix B
Migrant Project Grading Rubric

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Comments: Grade _____