

**GEMC3001 Service Learning/Civic Engagement**  
Grading Criteria for Project Proposal

Grade		Criteria					Writing & communication <sup>1</sup>
		Abstract	Background and justification	Objectives	Implementation, Management, Monitoring, Evaluation	Small group discussions	
<b>A</b>	<b>Excellent</b>	Impressive abstract, both nuanced and clear/concise. A compelling case for the significance of the project in relation to societal/community need.	Outstanding introduction of social and economic situation related to the geographical region and the beneficiaries of the project. Concise and impressive review of strategies/policies of service organization. Highly relevant scholarly sources.	Exceptional awareness of local and/or national (governmental) policies that affect the service project, beneficiaries, and/or the related service organization. Nuanced, ambitious project objectives. Detailed plans for post-project service.	Carefully conceived, highly relevant, ambitious project activities. Student has carefully adapted the proposal in response to tutor feedback.	Nuanced, clear, concise completion of all mini assignments. Active, considerate participation in all small group discussions.	Style and word choice greatly enhance ideas.
<b>A-</b>	<b>Very Good</b>	Highly effective abstract with elements of nuance, and a convincing explanation of the significance of the project and its relation to societal/community need.	Highly effective introduction of social and economic situation related to the geographical region and the beneficiaries of the project. Thorough understanding of strategies/policies of service organization. Evidence of familiarity with broad range of scholarly sources.	Strong awareness of local and/or national (governmental) policies that affect the service project, beneficiaries, and/or the related service organization. Sound, thorough project objectives. Student has clear plans for post-project service.	Carefully conceived, highly relevant project activities. Student has been highly responsive to feedback.	Thoughtfully completed all mini assignments and actively participated in all small group discussions.	Style and word choice show fluency with ideas.
<b>B+</b>	<b>Good</b>	Sound abstract with an effective explanation of the significance of the project and its relation to societal/community need.	Sound introduction of social and economic situation related to the geographical region and beneficiaries of the project. Good understanding of strategies/policies of service organization. Good choice of scholarly sources.	Good awareness of local and/or national (governmental) policies that affect the service project, beneficiaries, and/or the related service organization. Clear project objectives. Student has thought about providing post-project service.	Carefully conceived project activities. Student has responded to tutor feedback.	Completed all mini assignments and participated in all small group discussions.	Style and word choice rarely detract from conveying of ideas.
<b>B</b>							
<b>B-</b>							
<b>C+</b>	<b>Fair</b>	Reasonable abstract with a basic explanation of the significance of the project and its relation to societal/community need.	Reasonable introduction of social and economic situation related to the geographical region and beneficiaries of the project. Some understanding of strategies/policies of service organization. Reasonable choice of scholarly sources.	Some awareness of local and/or national (governmental) policies that affect the service project, beneficiaries, and/or the related service organization. Partial, unconnected project objectives. Student has given some thought to providing post-project service.	Reasonable project activities but with some minor flaws. Student has responded sparingly to tutor feedback.	Completed most mini assignments and participated most small group meetings.	Style and word choice sometimes detract from conveying ideas.
<b>C</b>							
<b>C-</b>							
<b>D+</b>	<b>Pass</b>	Indirect abstract with an implicit or confused explanation of the significance of the project and its relation to societal/community need.	Unsystematic introduction of social and economic situation related to the geographical region and beneficiaries of the project. Limited understanding of strategies/policies of service organization. Illogical choice of scholarly sources.	Basic awareness of local and/or national (governmental) policies that affect the service project, beneficiaries, and/or the related service organization with some omissions or flaws. Unsystematic, illogical or unclear project objectives. Student has given little thought to providing post-project service.	A basic attempt to design project activities but with some unsystematic, illogical or unclear elements. Student has made little attempt to respond to tutor feedback.	Limited attention paid to mini assignments. Few or no attempts to participate in small group discussions.	Style and word choice seriously detract from conveying of ideas.
<b>D</b>							
<b>F</b>	<b>Failure</b>	Either no abstract or abstract is irrelevant/inappropriate. No explanation of relation to societal/community need.	Very limited introduction of social and economic situation related to the geographical region and beneficiaries of the project. Little to no understanding of strategies/policies of service organization. Inappropriate/irrelevant scholarly sources.	Very limited or no awareness of local and/or national (governmental) policies that affect the service project beneficiaries, and/or the related service organization. Fundamentally flawed or absent project objectives. Student has not thought about providing post-project service.	Very limited, irrelevant, or fundamentally flawed project activities. Student does not respond to tutor feedback.	Failed to complete mini assignments and/or participate in small group discussions.	Style and word choice seriously interfere with comprehension.

<sup>1</sup> The guidelines below illustrate the GE team's expectations of your writing for GEMC3001.

