

Seeking Asylum in New York

Community-Facing Final Project Rubric - Macaulay Seminar 2 - Spring 2019

PROJECT DESCRIPTION: Over the course of the semester, we will be developing a public-facing, multimedia website of resources for and about asylum seekers in New York. The audience for this website will be asylum seekers themselves as well as those who may wish to know more about or support people who have fled their homes and arrived in New York seeking protection.

We will determine what should be included on this website collaboratively through strategic research, interactions with immigrant-serving organizations, and conversations with key individuals involved in the asylum process.

Each student will develop a unique block of multimedia content for the website, so that everyone's final projects are different from each other's, but it will be possible for you to collaborate with your peers to create groups of themed, related content, if you wish. The content you develop should take approximately 15 hours of time outside of class. It should incorporate both visual and written components, include rich text hyperlinks to key sources and resources, and be thoughtfully designed.

ORAL HISTORY INTERVIEW: To gain background understanding, you should conduct an oral history interview with someone directly connected to asylum seeking in New York. We'll do oral history training in class.

- The person you interview may be an asylum seeker, an attorney who represents asylum seekers, a staff member at a non-profit organization that supports asylum, a government worker at the State Department, ICE, CBP, someone who had a family member deported after a failed asylum case, etc.
- You will turn in the audio, "deed of gift," and a transcript of a five-minute excerpt from the interview.

PROPOSAL: Your proposal should be 2-3 pages in length and contain the following elements:

1. An **overview** of the written and visual content you plan to develop.
2. A **justification** of your idea: why would this content be an especially important contribution to the website? What good will it accomplish and for whom?
3. An hour-by-hour **budget** of how you will use 15 hours to create your content. This budget may include, for example, a visit to an immigrant-serving organization, conducting your oral history interview, a meeting with the Writing Center about your content, critical analysis of policies concerning asylum seekers, the development of a visual element that will be included on the website, meetings with classmates with whom you hope to collaborate, etc. The budget should not include in-class time.
4. A **description of who you will interview** and why. Please include some open-ended questions you plan to ask your interviewee.
5. A **bibliography** of at least 3 sources you plan to use to develop your content, and a short description of how you will use each.

PRESENTATIONS: You will give two presentations about your content.

1. The first presentation will take place in class on May 7th or 14th, should be 5-7 minutes in length, prepared for an academic audience, delivered extemporaneously, and include a visual component, such as slides or a handout.
2. The second presentation will take place at Creative Inquiry Day on Thursday, May 9th, at 12:30pm. You will prepare a poster presentation about your project and give a brief verbal overview of your work several times to those in attendance (which usually includes the President, Provost, and Deans of Baruch College).

KEY DATES: Late work will not be accepted.

March 26: Proposal Due on Blackboard at 11am (please also bring a hard copy to class)

April 9: Oral History Interview Due (audio, deed of gift, transcript of excerpt)

April 30: Complete Content due by 11am on WordPress and in a Word doc on Blackboard

May 7: Peer Review Due on Blackboard at 11am; In-class Presentations (10 students)

May 9: Creative Inquiry Day Presentation (12:30-2:30)

May 10: Final Revised Content Due on WordPress site

May 14: In-class Presentations (10 students)

PROJECT EVALUATION: Your final project will be graded according to the following criteria.

- **Creativity** - we will brainstorm ideas together in class, but I challenge you to think independently about what types of content would be most valuable to asylum seekers and those who work with them
- **Thoroughness/Thoughtfulness** - because your content will be used by asylum seekers who are navigating their migration processes, it is imperative that the information you give is accurate and up-to-date, with thoughtfully placed rich-text links to key sources and resources.
- **Writing Style** - the audience for the content you develop will be non-academic, and many may not speak English as their first language. You should write in a clear way that is free of errors.
- **Presentation style** - You should speak extemporaneously about your project, providing justifications about its form and content. Your in-class presentation will be timed.

KEEP IN MIND:

- This is a collaborative, class-wide final project. Please speak up about your ideas so that the final product we produce is cohesive and thorough.
- Because your project is one piece of a larger whole, it may require some compromise and revision so that it best fits among the others.
- Because everyone's content will look different, there are no length requirements for your final project.

TECHNICAL SUPPORT: All of the technical facets of the project will be overseen by our class' ITF, Anna. If you have technical questions or issues, or would like to brainstorm some possibilities, please email to Anna at anna.gjika@macaulay.cuny.edu.