

Multimedia Essay #2

CODE 120: Research Team 1



Local System Analysis, Audience=Community Partner

Timeline and Requirements

[Week 8]: Brainstorm session to form groups

[Week 10]: Bring annotated source to class

[Week 11]: Individual rough drafts due by class time (bring printed draft to class)

[Week 12]: Final Draft

Submission Information: Submit on your ePortfolio and in your Teams folder

Length: 1,000-1,500 words per student, include at least five multimedia components

Research: two sources, one local, one peer reviewed

Multimedia: five pieces (illustrations, images, videos, links)

Organizational Musts: An introduction, section headings, paragraphs, and a conclusion

Summary

For your second multimedia essay, you will apply what you have learned in *Systems Thinking for Social Change* to analyze a system related to your topic and our community partner.

You will conduct both local and peer-reviewed research and integrate it as evidence. This assignment is designed to ease you into brainstorming with the team you will work with throughout your time in CODES. You will complete your essay alone, but it must demonstrate that you have taken your team's perspective into consideration. You will be assigned one section of the system analysis, which you will later revise and adapt with your team for the final project.

Objectives

- To practice skills of systems thinking while learning more about topic and partner
- To write for an audience outside of our class, while considering quality, credibility, etc.
- To begin adding research as evidence in your work
- To continue to refine multimedia writing skills
- To become acclimated to your CODES project team
- To practice the skill of completing one part of a larger project with an awareness of the whole (the whole elephant!)

Your Part of the Elephant

Stroh stresses that systems thinking is first and foremost about understanding interrelationships. He uses the Sufi story of several blind men touching only one part of an elephant and assuming it represents the entire elephant to explain why these interrelationships matter. We so often see the world through our own perspective alone. For this assignment, you are going to complete one portion of the entire project while practicing the skills of systems thinking by working with your partners to maintain a larger understanding of the whole elephant. You will work with your newly

forged team to determine who analyzes each of the following parts of the system elephant. If you are assigned this part. . .

1. Introducing the System (the basics of who, what, when, where, why)

You will be in charge of explaining the overarching details of the system; You don't have to get into the little details. Instead, help orient your readers within the system by elaborating on history and context.

2. Analyzing Key Stakeholders (see Analyzing Key Stakeholders on p. 81)

You will delineate all of the stakeholders who are a part of the system. What is their purpose? What are their priorities? How do variables affect them? What motivates them? How do they see the system, and what might they generally miss?

3. Identifying the Variables (see nouns and verbs on p. 40-41)

You will explain what variables are at play within the system and their causal connections. Variables are forces or pressures in a system that influence one another both positively and negatively.

4. Identifying Systems Archetypes (see Archetypes Summary on p. 67) (3-4 students)

You will identify one archetype, or recurring plotline in the system. How does it play out specifically in this system? What variables are a part of the plotline? Map out the archetype using Stroh's models, and explain how the archetype operates in the system.

Steps to Completion

Step 1: Brainstorming as a Group [7 OCT]

Once we have formed groups, you will talk through each of the parts in class. Brainstorm together about the interrelationships in the system, what you think should be included in each part, and how certain parts rely on one another for definition. You will decide together who will take which parts and how you will communicate with one another to make sure that your individual sections make sense in relation to the whole.

Step 2: Conducting Research [14 OCT]

We will have a session in the library to help you find two useful sources for completing your portion of the project. One of your sources should be local. It could be a website for a related stakeholder, an informational pamphlet, etc. The other source should be a peer reviewed source that helps illuminate how a similar system operates somewhere else. You will write an annotation for this source and bring it to class to share with your classmates.

Step 3: Rough Draft [27 OCT]

Write a draft of your section of the project. This composition's audience is our community partner. Consider how to adapt your writing to make it compelling to them. What language register is most appropriate? How can you organize your ideas to be direct, clear, and insightful so it makes them see the problem in a new way? Also, remember, this is a multimedia essay. It should include relevant images, illustrations, graphics of the system, and links.

You will share your draft with your teammates, use your time to see the whole elephant. Where are you repeating? What new things do you see as you talk to one another? During the second hour of class, share your progress with community partners. What additional sources or ideas do they have for you? What might they understand about the system that you've missed?

Step 4: Final Draft [3 NOV]

Submit your final draft on your ePortfolio site; you will use the work you have done to continue to refine your system analysis more collaboratively for the final project.

Grading Rubric

Criteria	A Proficient Essay Will...	A Developing Essay Will...	An Essay Still in Need of Work Will...
Length/ Formatting	Include at least five images; 1,000 to 1,500 words in length	Include at least five images; 1,000 to 1,500 words in length	Not include enough images or be shorter than 1,000 words
Organization	Use paragraphs and section headings and structure ideas within them for impact	Use paragraphs and section headings but structure, transitions, or ordering need work	Not have paragraphs or section headings
Grammar/ Style/ Audience Awareness	Be mostly free of grammatical errors; experiment with style to communicate with community partner and establish credibility	Have several grammatical errors, or basic style issues; considers community partner in tone and begin to establish credibility	Have significant grammatical errors and stylistic issues; does not consider community partner
Multimedia Inclusion	Use media and text to inform one another; order adds to meaning	Include media but could do more to integrate with text	Not have enough media or they do not relate well to the text
System Analysis	Uses terminology and concepts from Stroh to provide a nuanced analysis of system	Uses some terminology and concepts from Stroh to explain system	Does not use terminology from Stroh or analyze system
Evidence	Provide concrete, useful illustration and examples for understanding system	Provide examples for understanding system	Does not provide examples for understanding the system
Research	Successfully integrate and properly cites one local and one peer-reviewed source	Includes two sources; may have issues with citation or integration	Not include required sources and/or citations
The Whole Elephant	Demonstrate a coordination with other student's sections by avoiding repetition and reflecting a shared vision of overarching analysis of the system	Demonstrate some coordination with other student's sections and an attempt at reflecting shared vision	Does not demonstrate coordination with other student's sections or reflect shared vision