Multimedia Essay #2

CODE120: Research Team I



Local System Analysis, Audience=Community Partner

Timeline and Requirements

[October 14 or 15]: Brainstorm session to form groups
[October 28 or 29]: Bring annotated source to class
[November 2 or 3]: Individual rough drafts due by class time (bring printed draft to class)
[November 4 or 5]: 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, paragagraphs, and a conclusion

Summary

For your first multimedia essay, you analyzed a system you knew well because you, yourself were a part of it. That was good practice for our next step, which is to begin to understand the systems influencing our community partner and our topic.

For this assignment, you will start working as part of a team that you will likely remain with throughout your time in CODES. This assignment is designed to ease you into brainstorming with your team. You will complete your essay alone, but it must demonstrate that you have taken your team's perspective into consideration. You will write one section of a system analysis, which you will later revise and adapt with your team for the final project. To better understand the system, you will conduct both local and peer-reviewed research and integrate it as evidence.

Objectives

- ➔ To practice systems thinking while learning more about your topic and your 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

Systems thinking is first and foremost about understanding interrelationships. In Chapter 3 of *Our Common Ground*, Dr. Kirby tells the parable of the elephant story of several blindfolded people 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 system's holism. You will work with your newly forged team to determine who among you will analyze each part of the system. If you are assigned this part. . .

1. **Introduce 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. (Refer to the Iceberg Model in Section 2.3)
2. **Analyze Key Stakeholders**
   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? (Refer to Stakeholder Analysis in Section 1.8.)
3. **Identifying the Parts, Connections, and Outcomes**
   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. (Refer to Section 2.1 components for understanding systems.)
4. **Feedback loops**
   Identify recurring feedback loops in the system, explain how they work and what their impacts are on the system. What makes them recur? What are their drivers? (Refer to Feedback Loops in Section 2.4.)
5. **Mixed Methods**
   What approaches might you take to studying the problem further? Explain each one, why it might be appropriate, and what you would do to learn more (Refer to Different Perspectives Different Methods in Section 3.2.)
6. **Possible Levers for Change**
   Based on the analysis, where are the places to make change in the system? What kind of change would it be? What resources would it require? What other problems might result? (Refer to Where Change Happens in Section 2.6.)

Steps to Completion

Step 1: Brainstorming as a Group

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

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

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?

Step 4: Final Draft
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 three 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; structure ideas and use clear transitions	Use paragraphs or section headings; 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 effectively with partner	Have several grammatical errors, or basic style issues; considers partner in tone and content	Have significant grammatical errors and stylistic issues; does not consider 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 book for nuanced analysis	Uses some terminology and concepts from book to explain system	Does not use terminology from book or analyze system
Evidence	Integrate illustrations and examples to fully explain system	Provide examples to analyze system	Does not provide examples or illustrations to analyze 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 coordination with other student's sections by avoiding repetition and reflecting a shared vision	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