

Final Paper Scaffolding Assignment #9

This is the ninth assignment to help you construct a strong theoretical analysis of a social work case or issue. So far you have engaged in brainstorming exercises, identified possible topics, consulted with the social work librarian, narrowed your topic, found scholarly sources related to your topic, created index cards with a summary of each source, analyzed some of your sources individually, and created an annotated bibliography. Now you will take those experiences as a whole to create a draft synthesis. The pre-writing activities for this assignment will take six hours, at the very least, so plan accordingly. Please read through this entire assignment (including the rubric!) before starting.

Step 1 – Placing index cards

For the first step you will need your index cards, tape, sticky notes, a marker (dry erase if you aren't working on paper), your phone or a camera so you can take photos, and a large flat surface (such as table, blank wall, white board, large mirror, or sliding glass door). Take out your source index cards and starting with the one that most frequently references the others, tape it to the surface (if using a wall, glass door, etc.) or just put it down in the center of the table if you are using a horizontal surface. Find another source that mentions or references this source. Go back and review the two articles if you need to do so. Figure out if they agree with each other, disagree with each other, are an extension of the other's work, or something else. If these authors were in a room together, what would they be saying to each other? (Think about the idea of scholarly discourse from week 2: How are these scholars talking to each other through their research?)

Put this card down, taping if needed, and draw an arrow (on a sticky note if you are using a wall or table as your surface) which demonstrates the relationship of the second source to the first. Take out another source and think about how it relates to the two sources that are already on the table/wall/board. Ask yourself the same questions to determine how this source relates to the other two. Then find a place to put it down and include some relationship arrows. Continue until you have used all of your index cards. Take a photo before you move on.

Step 2 – Reflection on Connections

Next, stop and look at your work. Are there any cards that don't have a connection to others? Are some of the connections stronger than others? (e.g. do some have more relationship arrows?). Reflect on what this means and if you want to do any additional research or find additional sources to include in your final paper. Have you adequately captured the scholarly discourse about this subject? Do you need to move anything around? Take a photo before you move on.

Step 3 – Identifying Themes

Look at what you've created and see if you can identify 3-4 themes in the literature you've read. A theme is a common topic or question that the researchers may have addressed or alluded to. What themes have you found related to your topic? Write each theme on its own post it note and put on the table. Rearrange your index cards (and arrows if needed) to group into themes, but be sure to keep the connections you made in step 1. Take a photo.

Step 4 – Write transitional phrases

Using the transitional phrases that we learned in week 7, turn each arrow into a phrase that indicates agreement/support, conflict/disagreement, or acknowledgement of existence. Write the phrases along the arrows or next to the arrows on a post it note. Take a photo.

Step 5 – Reflect on your work so far

Leave your work for a bit (make sure it is safe and no one will mess with it while you're gone) and take a walk, make lunch, or do something else for at least ten minutes. Your brain will need a break. When you come back, think about what you've done so far. Are there any connections you want to add or things you want to change? Do you want to add

a source in that you didn't include initially? Are classical or seminal ideas/works included? Does the picture you have on your wall/ table reflect the scholarly conversation as you understand it? Were there any barriers or circumstances that may have limited or influenced the conversation you are synthesizing? If you make any changes or add anything, take some notes on what you did and why. And take another photo before you move on to step six.

Step 6 – Thematic paragraphs

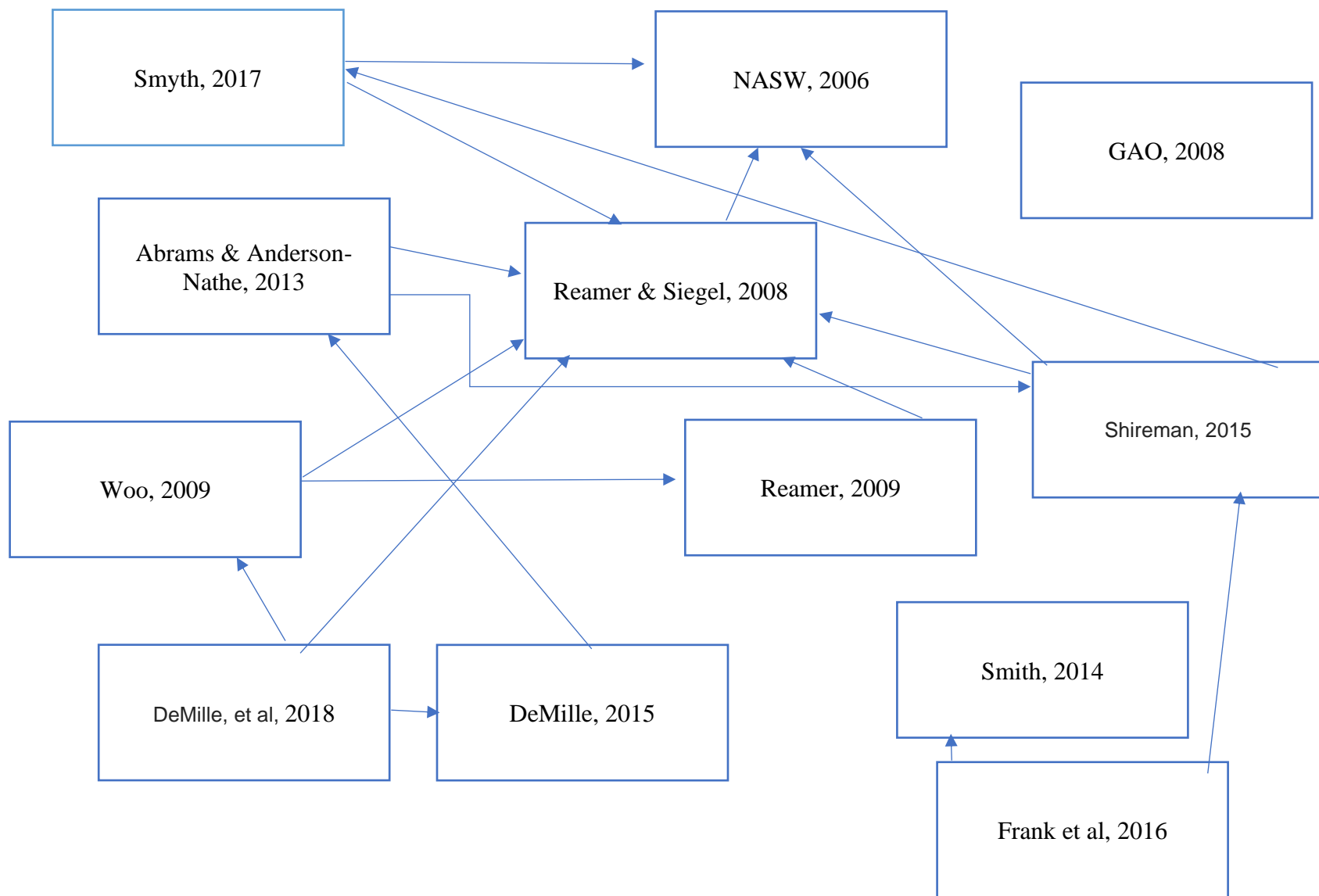
Sit someplace where you are comfortable writing but have a good view of your index card and arrow display. Write at least a single paragraph for each theme which synthesizes the sources, using the transitional phrases you created or combining them (e.g. you could say "Source A disagrees with Source B. Source A also disagrees with source C. Source A agrees with source C on this." or you could say "Source A disagrees with sources B and C regarding.... but agrees with C on this one area." Remember that using complex sentences makes scholarly writing more interesting but can also be difficult. Be sure your sentences are an accurate reflection of the scholarly discourse. (See week #10 SWK320 lecture "complex ideas and complex sentences" if you need a refresher on how to combine sentences and ideas.)

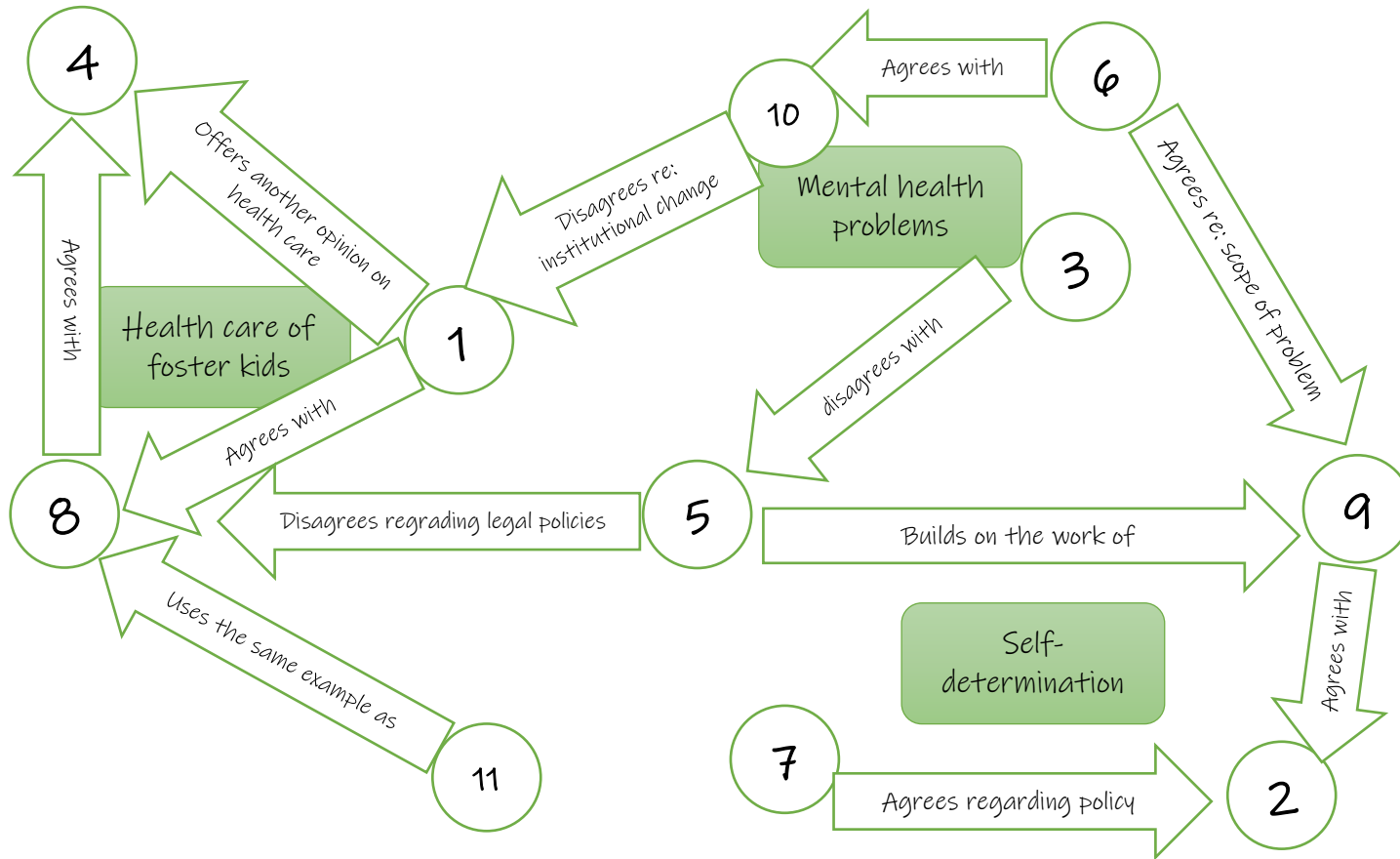
Step 7 – Assignment submission

Next, please create a MS Word compatible document which includes the following elements:

1. Cover page in APA style 7th edition with a title that reflects what you did for this activity
2. Sections for each step, correctly formatted in APA style
3. A description of what you did or found for each step and any reflection on the process that you find illustrative. Please reference any photos you take in your text and include them in the appendix.
4. All photographs - captioned and titled in APA style ("e.g. figure 3. Title of photograph). I should be able to see and read the text on your sticky notes. Make sure that the lighting is good!
5. The paragraphs you wrote for step six, under a level 3 heading for each theme.
6. A reference page

Save the entire document, including the photos which you have embedded in the document, as a pdf. Contact TAC for support if you aren't sure how to do this. Then upload this to Canvas. On the following pages you will find the grading rubric for this assignment and some examples of what the index cards might look like when laid out (in diagram form, yours will be actual photos).





Grading Rubric

	No room for improvement	Exceeds expectations	Meets expectations	Approaching expectations	Did not attempt	Total points
Step 1	10 - Shows a sophisticated understanding of the concept of scholarly dialogue	9 - Completed as assigned with no mistakes	8 - Completed as assigned with a minor mistake	7 - Did not complete as assigned, mistake impeded understanding or are numerous	0	10
Step 2	10 - Identifies gaps or weaknesses, reflects on process of uncovering discourse, shows appreciation of the complexity of the conversation.	9.5 - Reflection identifies areas of connection, improvement, and conversation. Reflection shows an understanding of the concept of scholarly discourse.	9 - Reflection identifies at least two areas of connection, or improvement, or conversation. Student clearly articulates what they did and why they did it.	8.5 Student begins to articulate what they included or did and why they did it or included it. May not have been clear about the importance of this activity or its connection to the larger objectives of writing the final paper.	0	10
Step 3	10 - Identifies 3 or 4 themes. Choice of themes is accurate and reflects a strong understanding of the conversation.	9 - Identifies 3-4 themes and groups or regroups the cards so they retain their connection arrows made in step 1.	8 - Identifies 3 themes and regroups or groups index cards. Most of the connections created in step 1 are retained.	7 - Identifies 2-3 themes and attempts to group the cards by theme. May not retain connections made in step 1 or may not choose themes that are appropriate given the sources.	0	10
Step 4	10 - Use of transition phrases is strong and deep; goes beyond simply recognizing agreement but captures nuances in the conversation.	9.5 - Strong use of transition phrases that often or sometimes goes beyond simply articulating agreement, disagreement, or existence.	9 - Each arrow is clearly labeled with a transition phrase. Transition phrases indicate agreement, disagreement, existence, or a combination of these. Use of phrases accurately represents the positions and views of the authors.	8.5 Most or some of the arrows are assigned a transition phrase that, for the most part, seems to represent the views of the authors. There may be misunderstandings or misuse of some transition phrases.	0	10

Step 5	10 - Also, critically reflections on values, contributions, barriers, and/or cultural aspects of the discourse.	9.25 - Recognizes that a given work may not represent the only or even the majority perspective on the issue; identifies others that disagree including seminal or classical works.	8.5 - Identifies the contribution that particular scholarly pieces make to disciplinary knowledge and/or identifies areas of needed scholarship.	7.75 - Reflection is superficial or incomplete; student may not fully grasp what they are doing or why; it is not clear why student did or did not make changes at this point or the connection to the larger goals.	0	10
Step 6	10 - Paragraphs present a sophisticated understanding of how the scholarly discourse has developed across time or communities or academic disciplines	9 - Each theme is well represented with clear connections between the works and strong use of transition phrases.	8 - Includes three completed paragraphs, one for each theme. Paragraphs have a clear topic sentence and supporting sentences that are related. Paragraphs reflect the living diagram shown in the student's photographs and the student's reflection in step 5.	7 - Paragraphs may not be complete or may not accurately reflect the themes discussed in the reflection or presented in the index card diagram.	0	30
Cover page	2- no extra lines added between elements except after the paper title; placed as the first page of the paper, includes title, name, university, course name and number, instructor name, assignment due date; positioned in the upper-middle of the page; centered; double-spaced; not bold or italic, except for the paper title; each element placed on a separate line; written in title case; spell out the month	1.5 - Two or fewer mistakes	1 – three or four mistakes	0.5 – Five or more mistakes	0	2
Document format and use of APA style overall	3 - Uses a recommended font (e.g. 11-point Calibri, 11-point Arial, 12-point Times New Roman); page number in the top right corner; no running head; double spaced; correct use and format of level headings, no extra lines or distracting errors	2.5 - Two or fewer mistakes	2 – three or four mistakes	1 – Five or more mistakes	0	3

Reference page	3 - Started on a new page; title is "references" and is centered and in bold; Double-spaced the reference list; uses hanging indent; alphabetical order; includes first and middle initials, names are in inverted format; each reference is in APA style; includes DOIs	2.5 - Two or fewer mistakes	2 – three or four mistakes; or student uses internal library URLs for the DOI; or student is missing a reference	1 – Five or more mistakes	0	3
Appendix	2 - Included after the reference section, titled, formatted in APA style, includes all of the photos	1.75 – one minor mistake	1.5 – one distracting mistake or two minor mistakes; Includes all of the photos	1 – more than one distracting mistake; doesn't include all the photos; 3+ minor mistakes	0	2
Spelling	2 - No errors in spelling.	1.5 No more than four errors in spelling	1 – between 5-7 errors in spelling	0.5 – eight or more spelling errors	0	2
Grammar, punctuation, local errors	3 - No local errors or problems with grammar or punctuation.	2.5 - Two or fewer mistakes	2 – three or four mistakes	1 – Five or more mistakes	0	3
Writing quality, diction, style	Strong academic writing with good diction and a variety of sentence or paragraph structures.	Writing is good with no major issues in sentence or paragraph structure.	Student mostly uses academic writing and proper word choice. Writing flows well.	Writing is stilted or awkward. Writing may not be organized or flow very well. Student misuses words. Writing is overly complicated or overly simplistic.	0	5
Photographs	Includes all photographs. Photos are of good quality, readable, and labeled using APA style.	Includes all photographs. Photos may be of poor quality but are still readable. Or photos may not be labeled using APA style.	Includes all required photographs.	Photographs are not readable, some are not all included, and/or not labeled.	0	100
Total:						100