

Mapping the System

SYSTEMS THINKING

Overview

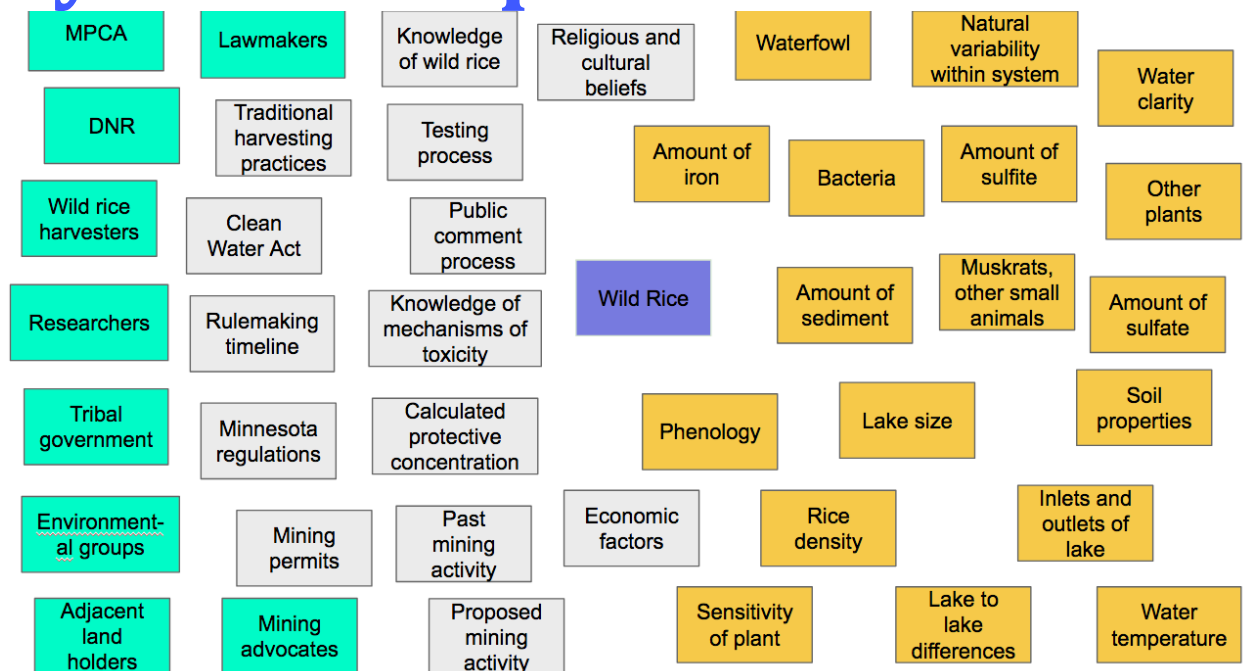
The assessment for the Systems Thinking portion of the case study will depend on whether you have an in-class exercise only or have the students create their own systems map. A systems map should include the minimum amount of elements and connections. Sample elements are contained in the attached slides for the Systems Thinking [presentation](#). Leverage point description and related questions should demonstrate critical thinking about the system.

Sample Assignment and Grading Components

Sketch out a system map for wild rice based on the readings, videos and in-class conversations. Here are some pointers:

1. Indicate what is the purpose of your system.
2. Include at least ten parts to your system.
3. Draw arrows to make connections between the parts.
4. Identify where there might be a leverage point. If you could make a change, where could it be?
5. Write 100+ word description of your system.

Sample Elements To Consider In Your Systems Map



Rubric

	Total of	
Systems Thinking	10	
Diagram	points	Requirements for full credit
Purpose of system	1	Clearly articulated purpose
Selected parts included in system	3	Parts in the system (at least 10) consistent with description of system.

Arrows connecting the parts	2	Arrows indicate reasonable connections within the system.
Leverage point possibility	2	Leverage point selected demonstrates critical thinking.
Inclusion of social factors (stakeholders and institutions)	2	Social factors are integrated into the system map, demonstrating thoughtful interconnections between social and environmental factors.

Policy Brief

ADVISE THE MINNESOTA POLLUTION CONTROL AGENCY (MPCA)

Assignment Overview

Write a policy brief advising the commissioner of the MPCA on the problem and several different possible ways to protect wild rice in Minnesota, bound by the authority of the agency, and cognizant of the broader social and political situation in Minnesota. Offer your analysis of the best way to address wild rice protection after weighing the pros and cons of several possible policy approaches.

Guidelines

Your policy brief should be between 5-10 pages in length (1250-2500 words). References are NOT included in the page limit.

Include the following sections:

1. A memorable title
2. Executive Summary
3. Context/Scope of Problem: 2-3 sentence overview
4. Policy Alternatives
5. Policy Recommendations
6. References

What's a policy brief?

A policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policymakers and others who are interested in formulating or influencing policy [[source](#)].

Rubric

A sample rubric for instructors can be found [here](#).

POLICY BRIEF RUBRIC

Adapted from the Association of American Colleges and Universities problem solving and written communications VALUE rubrics.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Defines Context and Scope of Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Policy Alternatives	Analysis of policy alternatives is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Analysis of policy alternatives is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Analysis of policy alternatives is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Analysis of policy alternatives is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Policy Recommendations	Proposes one or more policy recommendations that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more policy recommendations that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one policy recommendation that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a policy recommendation that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and intended audience for the policy brief.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and intended audience for the policy brief.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and intended audience for the policy brief.	Demonstrates an attempt to use sources to support ideas in the writing.

Diversity Wheel

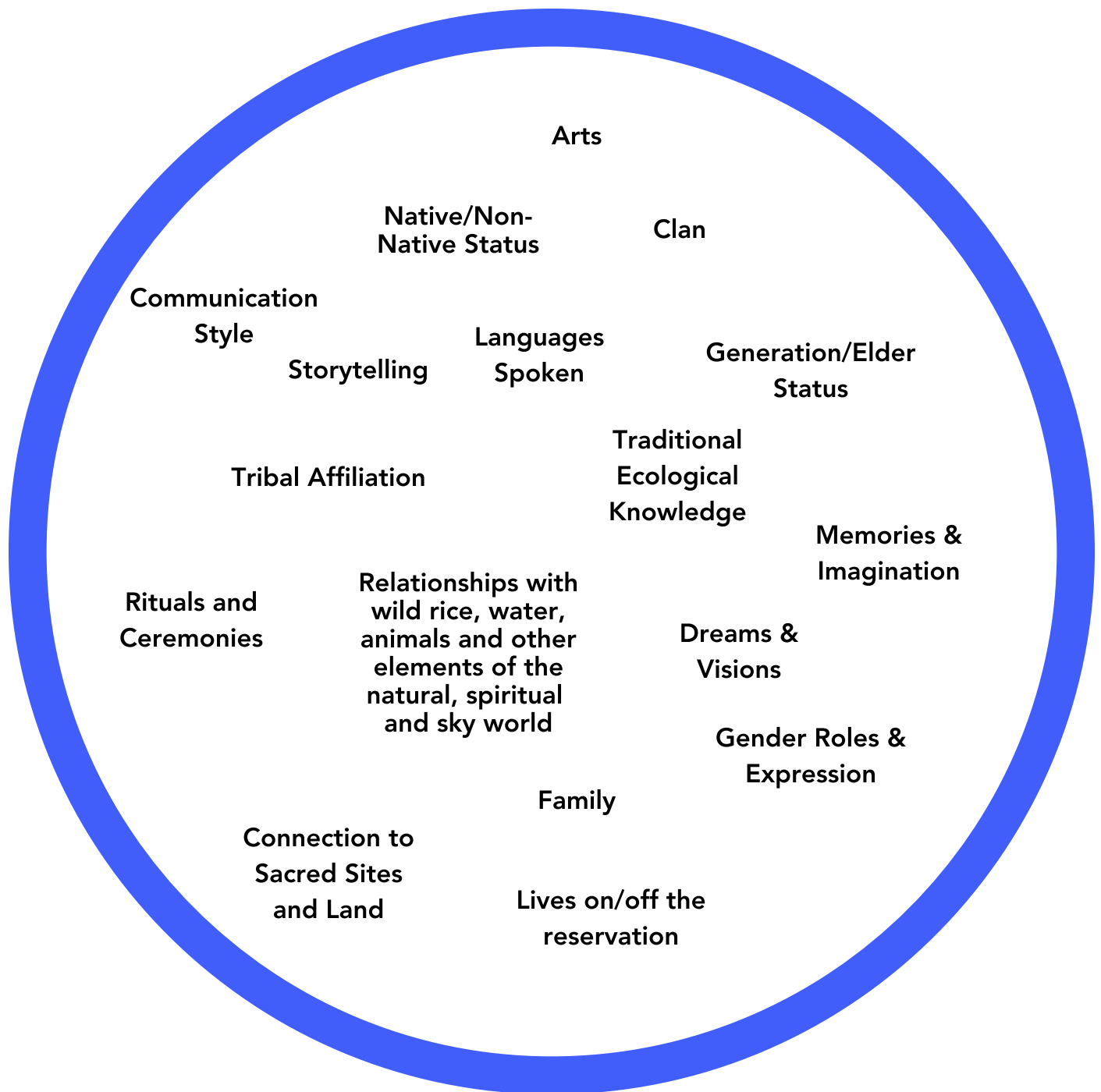
Brainstorm: What are other dimensions of identity may be important that are missing from the diversity wheel? (ex: political ideology)



Elements of Anishinaabe Identity

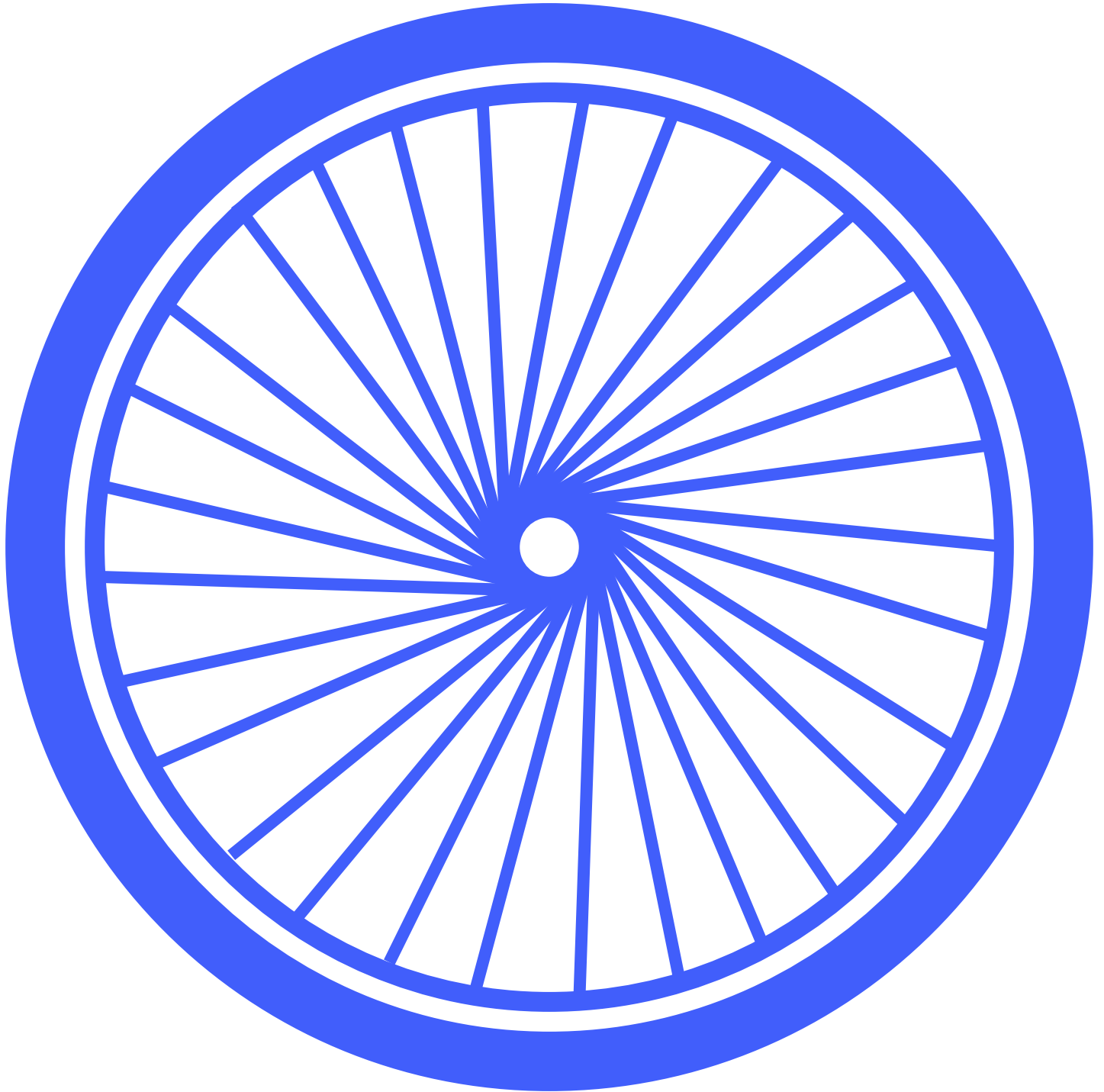
"It is our connection to the land that makes us who we are, that shapes our thinking, our cultural practices, our spiritual, emotional, physical and social lives...Land, community and culture are intricately woven together. This interconnectedness is reinforced through our arts, language, and Ceremonies." —

Kateri Akiwenzie-Damm



Question to research: Why are clans an important element of Anishinaabe identity?

Your Diversity Wheel



Directions

There are 29 spaces in the wheel. For each space, write down an element of your cultural identity. For example, if your gender is an important part of how you view the world, write down your gender identity/expression. If you served in the military, were raised Catholic, or are part of the millennial generation, write it down. If you're from Minnesota, Idaho or some other geographic place that's core to your identity, write that down, too. Go back to the 1st page of the handout for more ideas.

Letter To The Editor

WHAT'S YOUR PERSPECTIVE ON THE WILD RICE ISSUE?

CONNECT WITH THE PUBLIC AND ELECTED OFFICIALS

Write A Letter To The Editor

The debate around how to best protect wild rice is constantly changing course as different legislative hearings, rulings, and new research emerges. To complete this assignment, do a search using Google news to determine what is the latest news regarding wild rice in Minnesota.

After you've conducted your initial research, draft a letter to the editor with your perspective of what can and should happen based on the most recent events. Search for a regional publication that you would submit the letter to and follow their guidelines in terms of length (up to 250 words is typical).

LETTER TO THE EDITOR RUBRIC

Adapted from the Association of American Colleges and Universities written communications VALUE rubric.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s), including the genre and nature of the publication.</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Goal/Thesis Statement	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. Strongly and clearly states a personal opinion.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. Clearly states a personal opinion.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. Personal opinion is not clearly stated.	Demonstrates a limited ability in identifying a problem statement or related contextual factors. Personal opinion is not clearly understood.
Policy Recommendations	Proposes one or more policy recommendations that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more policy recommendations that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one policy recommendation that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a policy recommendation that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Reasons and Support	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.