

## How Do I Know Who I Am - Journal Assignment

**(Competency Dimensions evaluated: Knowledge/Values/Cognitive Processes - critical thinking; self-reflection; analysis of knowledge and evidence)**

The major writing assignment in this course is a three-part journal assignment titled “How do I know who I am?”, a critical and thoughtful examination of your awareness and understanding of yourself, the world, and “correspondences and contradictions” based on Mary Ellen Kondrat’s model for practitioner awareness (1999, pp. 465-466).

Each part of this assignment will be submitted as a separate entry into your course journal. Please tie in relevant course materials to strengthen the paper.

The grade for this assignment is found in a single row of your gradebook, despite the fact that it is comprised of 3 parts graded separately. As you turn in the parts for this journal assignment, you can refer to row in your gradebook to see how the most recent part has been graded, as well as receive feedback.

### **Part 1: “The World” - Due at the end of Week 2 (3 Pages; 100 points)**

The first part of this assignment will have you examine the world that you inhabit. When writing this first part, students have found it helpful to reflect on the following questions. **You are not required to answer each of these questions explicitly.**

Questions about “the world”:

- What are the structures of society related to power, inequality and marginalization? On what basis are these structures rationalized by members of society? What social behaviors, values or assumptions hold such structures in place?
- What is your location in relation to each of these structures (location in relation to the social categories of class, race, power, gender or other)? What do you know about how you and others with similar attributes are supposed to act toward those in other social groups?
- Who benefits from such structural arrangements and who loses? How do you benefit or lose?
- In what ways do yours and others assumptions and activities contribute to the maintenance or transformation of such social structures? How is the “personal political?”

### **Part 2: “My World” - Due at the end of Week 4 (3 Pages; 100 points)**

The second part of this assignment will have you examine yourself. Students have found it helpful to reflect upon the following questions when writing this part. **You are not required to answer each of these questions explicitly.**

Questions about “my world”:

- What do you believe about yourself and your place in the world? How does that relate to people like you or different from you?
- What assumptions and values to you hold about the social world and its structures, including structures of inclusion and exclusion?
- What is your understanding about how to act in relation to someone who belongs to a different class, race, status and so forth? From what sources did you learn these social lessons?
- Which of these structural arrangements have you internalized? How do you rationalize them? How do your actions reflect or repudiate these beliefs and values?

### **Part 3: “Analysis of My World with Respect to The World” - Due at the end of Week 6 (5-6 Pages; 200 points)**

The third and final part of this assignment will have you integrate your analyses of “The World” and “My World” into an analysis of yourself in relation to the world around you. For this final part, students have found it helpful to reflect on the following questions. **You are not required to answer each of these questions explicitly.**

Questions about the ways I understand “my world” and “the world”

- In what ways are your values, beliefs, attitudes, assumptions and self-understandings reflections of economic, social, educational or other systems?
- To what extent do you accept or accept uncritically the values, beliefs, assumptions and prescriptions that are a result of your socialization into particular communities?
- To what extent do you accept the structures of society as unproblematic, especially structures related to power and privilege? To what extent are you able or willing to raise questions about them?
- Are there inconsistencies or distortions between your beliefs/assumptions and the concrete conditions of individual and group life? How do you account for these contradictions?

- In what ways are your perspectives, beliefs, values and assumptions related to self-interest and perceived needs?
- Are there contradictions between my avowed intentions or values and the structural outcomes of my activities?

For assistance with APA style formatting, please review the [Scholarly Writing and APA Format document](#) and [Sample Paper](#). If you need further assistance, please contact the [Library](#) or the [Student Academic Success Center](#). You may also find assistance by browsing the [Writing Links](#) and [Writing the Paper & Style Manuals pages](#). Again, the expectation is to cite and reference materials according to APA format. Your paper will be evaluated using the **How Do I Know Who I Am? Rubric**.

### How do I know who I am Part 1: The World – 100 points

Entry and Part	Poor to Limited (0-79%)	Competent to Excellent (80-100%)
<b>Content</b> (20 points)	Entry doesn't address the subject of "The World." Entry isn't 3 pages in length.	The journal entry focuses on the subject of "The World", as described in the directions. Entry is 3 pages in length
<b>Analysis/Synthesis</b> (40 points)	Observations of social structures not relevant to the student. Observations unsupported by evidence.	The journal entry makes compelling observations about the social structures (class, gender, race/ethnicity, sexual orientation, etc.) that are contextually relevant to the student. The entry may make use of the "helpful questions" found in the assignment directions in order to do this.
<b>Evidence</b> (20 points)	Minimum number of outside sources not used. Sources not relevant, or are improperly quoted/cited/attributed.	Relevant sources are cited to support the statements. Resources can come from within the course, but at least 2 outside resources are required.
<b>Writing Mechanics</b> (10 points)	Entry not APA formatted. Entry suffers from regular errors in grammar and/or spelling.	Proper formatting and writing conventions are used; includes consistent correct grammar and spelling.
<b>Structure and Organization</b> (10 points)	Entry disorganized and/or evidence and points hard to follow.	The journal entry is well-organized and logical.

### How do I know who I am Part 2: My World, 100 points

Entry and Part	Poor to Limited (0-79%)	Competent to Excellent (80-100%)
<b>Content</b> (20 points)	Entry doesn't address the subject of "My World." Entry isn't 3 pages in length.	The journal entry focuses on the subject of "My World", as described in the directions, and is 3 pages in length.
<b>Analysis/Synthesis</b> (40 points)	Observations unsupported by evidence.	The journal entry makes compelling observations about student's beliefs about herself, her values and assumptions, her roles in the various contexts (family, work, etc.) in her life. The entry may make use of the "helpful questions" found in the assignment directions in order to do this.
<b>Evidence</b> (20 points)	Minimum number of outside sources not used. Sources not relevant, or are improperly quoted/cited/attributed.	Relevant sources are cited to support the statements. Resources can come from within the course, but at least 2 outside resources are required.
<b>Writing Mechanics</b> (10 points)	Entry not APA formatted. Entry suffers from regular errors in grammar and/or spelling.	Proper formatting and writing conventions are used; includes consistent correct grammar and spelling.
<b>Structure and Organization</b> (10 points)	Entry disorganized and/or evidence and points hard to follow.	The journal entry is well-organized and logical.

### How do I know who I am Part 3: Analysis of my world with respect to the world, 200 points

Entry and Part	Poor to Limited (0-79%)	Competent to Excellent (80-100%)
<b>Content</b> (40 points)	Entry doesn't address the subject of "Analysis of my world with respect to the world." Entry isn't 5-6 pages in length.	The journal entry addresses the elements/questions in the description of Part 3 and is 5-6 pages in length.
<b>Analysis/Synthesis</b> (40 points)	Observations unsupported by evidence.	The journal entry combines analysis of "The World" and analysis of "My World" into compelling analysis of the relationship between the two. Namely, how they shape, and how they shape the student's impressions of, each. The entry may make use of the "helpful questions" found in the assignment directions in order to do this.
<b>Integration</b> (40 points)	Minimum number of outside sources not used. Sources not relevant, or are improperly quoted/cited/attributed.	The way in which the entry combines the analysis of "My World" with the analysis of "The World" makes sense. Entry does not stop at reportage (simply repeating the observations of earlier entries) but uses the evidence generated in earlier entries to make a compelling, person-in-context analysis.
<b>Evidence</b> (40 points)	Minimum number of outside sources not used. Sources not relevant, or are improperly quoted/cited/attributed.	Relevant resources are cited to support the statements. Resources can come from within the course, but at least 2 outside resources are required.
<b>Writing Mechanics</b> (20 points)	Entry not APA formatted. Entry suffers from regular errors in grammar and/or spelling.	Proper formatting and writing conventions are used; includes consistent correct grammar and spelling.
<b>Structure and Organization</b> (20 points)	Entry disorganized and/or evidence and points hard to follow.	The journal entry is well-organized and logical.