

### **Assignment Template:**

**All materials handed in for grade MUST have the following information either in a header or on a separate cover sheet.**

Your name

Your student ID #

Course Name

Instructor's Name

Assignment Title

Your Subtitle (where applicable, as on the Remix or Essay Outline and Essay assignments)

Date Submitted:

## **CONCEPT MAPPING**

### *Learning Outcomes:*

- IDENTIFY patterns and relationships;
- ANALYSE their significance;
- VISUALIZE relationships between concepts;
- ORGANIZE relationships in a meaningful way;
- DIAGRAM thought processes;
- EXPLAIN/TRANSLATE the visual representation into words;
- ENGAGE with the texts in a sustained way;

### **HELPFUL RESOURCES AND EXAMPLES:**

“The Theory Underlying Concept Maps and How To Construct Them” by Joseph D. Novak, Cornell University:

[https://web.stanford.edu/dept/SUSE/projects/ireport/articles/concept\\_maps/The%20Theory%20Underlying%20Concept%20Maps.pdf](https://web.stanford.edu/dept/SUSE/projects/ireport/articles/concept_maps/The%20Theory%20Underlying%20Concept%20Maps.pdf)

A Guide to Dr. Dickson’s Concept Mapping Technique:

[https://admin.video.ubc.ca/index.php/extwidget/preview/partner\\_id/121/uiconf\\_id/11170723/entry\\_id/0\\_jjbyfqtn/delivery/http](https://admin.video.ubc.ca/index.php/extwidget/preview/partner_id/121/uiconf_id/11170723/entry_id/0_jjbyfqtn/delivery/http)

Pennsylvania State University Concept Mapping Tutorial:

<http://tutorials.istudy.psu.edu/conceptmaps/index.html>

Microsoft Word or other programs include “smart art” options that you can use to help to determine the appropriate structure for your maps.

See also Prezi for dynamic concept mapping.

**Detailed Instructions Begin Next Page**

## INSTRUCTIONS:

Concept maps may be used to explore and organize your thoughts and learning about a topic. In this case, you will construct FIVE (5) concept maps that address AT LEAST FOUR (4) of the readings on the syllabus. ONE (1) of the concept maps must be COMPARATIVE.

Because concept maps are particular to the person who makes them, you may decide on the format and conventions that will govern your maps (E.g. metaphorical structures such as trees or roads, pictures and symbols etc.) but you must make sure that the maps are accessible to a reader and that the logic of your choices is clear.

While you are not expected to do secondary research for this assignment, be sure to incorporate relevant terminology and to accurately cite any secondary sources you do use.

I will be collecting the Concept Maps TWICE (2X) over the course of the semester: once for FEEDBACK and once for ASSESSMENT.

1. For EACH reading, choose a central idea or theme that you want to demonstrate or explore in your map;
2. Use secondary nodes to organize the various related concepts, themes, conditions that illuminate that theme;
3. Be sure to use connectors to clearly demonstrate the *relationship between* the elements in your map (Cause and effect? Example? Reciprocal relation? Part of a process or development? Etc.);
4. Use shapes and colours judiciously to clarify the relationships you are presenting;
5. Be sure to *concretize and illustrate* by making direct reference to the texts by way of quotation or detailed examples;
6. AT LEAST ONE (1) of your maps must be comparative or must synthesize concepts from two or more readings;
7. For EACH concept map, write a 200-word description of the core idea and significance of the map (This is like the thesis statement of an essay) and why you chose the structure that you did;
8. Use proper MLA documentation and citation practices (I.e. parenthetical citation and Works Cited);
9. FONT SIZE: Be sure to use a MINIMUM 11-pt font. Your maps must be readable.

**FORMAT: YOU WILL HAND IN THE FOLLOWING FOR GRADE:**

**NUMBER OF MAPS:** 5 (at least one comparative map)

**SIZE:** Choose a size that can easily be printed and transported. Max 11x17

The maps may be produced using a software mapping program such as Visio or may be neatly hand-drawn. In either case, only **HARD COPIES** will be accepted.

**FIRST (FEEDBACK) ROUND:**

1. Your Concept Maps to date;
2. Draft summative paragraphs for each;
3. Works Cited in proper MLA format.

**SECOND (ASSESSMENT) ROUND:**

1. The template at the top of this document as the first page of your collected concept maps;
2. Five (5) concept maps clearly labeled with titles that indicate the theme and the readings;
3. Font size on maps: min. 11-pt;
4. A summative paragraph for each map, 12-pt font, Times New Roman, DOUBLE-SPACED;
5. A Works Cited in proper MLA format.

**Assessment Criteria**

Below is the Pennsylvania State University checklist that you may use to assess your own maps as you go and that I will use to make my overall assessment of your work.

- Good choice of FOCUS and illustration;
- Accurate use of terminology, concepts, definitions;
- Clear understanding of the significant relationships in the readings;
- Concision, clear language;
- Tidiness, care for presentation;
- Intellectual commitment and curiosity.

Concept Map Evaluation Checklist <sup>1</sup>	
Criteria	Criteria Met?
<b>Concepts</b>	
All major concepts that are relevant to the main topic have been included and represented as such.	
Main concepts are easily identified, either by use of a larger font, a graphic or other means of emphasis.	
All the important sub-concepts have been included and represented as such.	
All concepts are presented with a minimum of text.	
Concepts are well organized in a logical manner.	
<b>Links</b>	

<sup>1</sup> PennState iStudy Tutorial for Concept Mapping <http://tutorials.istudy.psu.edu/conceptmaps/conceptmaps9.html>

All the relevant concepts are linked logically.	
Labels accurately and concisely describe the relationship between concepts.	
Concepts are physically arranged so links are established in the most economical way possible, without cluttering the map.	
<b>Mechanics</b>	
Correct spelling and grammar are used throughout the map.	
<b>Design</b>	
Text is clear and easy to read; font is neither too small nor too large.	
Amount of text is appropriate for the intended audience.	
Color is effectively used for emphasis and increased comprehension.	
Graphics are used only when necessary to increase comprehension.	
<b>Overall</b>	
The concept map is clear, legible, and focused.	
Concepts reflect the essential information about the topic.	
Information is clear, accurate, and well organized.	
Content is logically arranged to facilitate comprehension.	
The concept map shows evidence of what was learned about the topic.	