

## Integrated Summary (“They say / they say / I say”) assignment guidelines

GNED 1401-014, 007

**Due:** uploaded to D2L by midnight at the end of the day, Friday, April 5

**Worth:** 20%

**Length:** ~1200-1500 words, plus your comments

**Format:** double-spaced Word document or PDF, with citations and references formatted in your choice of MLA, APA, or Chicago citation style; document should show your comments in comment bubbles; also submit your two research articles as PDFs

### This assignment in a nutshell:

What you need: 2 academic research articles on your topic  
2+ non-academic sources that show what the general population knows about your topic  
the details of your own first-hand, close personal experience with your topic

### ONE WAY OF ORGANIZING WHAT YOU WRITE:

You’ll write a piece of writing that ...

- gives an overview of what people in the general population say about your topic,
- compares/contrasts the general population’s view to a separate overview of what academic researchers have found to be true on your topic,
- and then explains how your own knowledge fits in amongst those two overlapping conversations.

See another way over the page

## **ANOTHER WAY OF ORGANIZING WHAT YOU WRITE:**

You'll write a kind of "literature review" that ...

- gives an organized overview of what everyone—researchers, general public, and you—are saying about the topic
- picks out the main points of focus that different sources within this discussion cluster around
- and shows how the different voices collect around these points of focus, carefully comparing and differentiating how each of them individually weighs in

Skills you'll demonstrate:

- formal, academic citation
- ability to give an accurate, detailed, coherent overview of what an array of other sources are saying on your topic
- ability to explain how your own knowledge/perspective relates to that overview

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For the previous assignment, you found two academic research articles on a topic that is deeply important or interesting to you. For the first assignment of the year, you recollected and organized what you yourself already knew about it. For this assignment, you will find two or three additional sources that will help you understand what the general population knows—or thinks it knows—about your topic. You will then write an essay that explains what academic researchers—and you—know about the topic that goes beyond the general population’s common knowledge. You will practice writing in an academic voice and include well-formatted citations. When your essay is complete, you will add comments to it, pointing out places where you make key academic moves in your writing and/or places where you needed to make difficult decisions—you can explain what you did and why.

### Sources you need:

**“Primary”:** Your own direct, close, firsthand experience with the topic: things you’ve observed, felt, experienced, encountered. The whole set of experiences you’ve had with the topic is your “primary” (first-hand/direct) source, and it is the basis on which you will make claims of your own in this assignment.

You can re-use/remix/revise or add to any of the things you wrote about, and any of the sentences you wrote about it, in your “What I Know” assignment.

IF you have acquired your own direct, close, firsthand experience with your topic *by learning from what others say*, then you will need to use formal or informal citation to acknowledge those others as you describe what you learned from them. Use formal citation if you learned it from a written source, including online sources; use informal citation if you learned it directly from an important person in your life (e.g. “as my mother has taught me;” “my Elders always advise”).

Two different sets of “secondary” (second-hand/indirect) sources:

**Two academic research articles** on your topic. You should not have studied these articles before for another class.

One of these can be the one you summarized in the in-class summary assignment. You can re-use any part of your Summary assignment in this essay.

**Two or more non-academic sources:** sources that allow you to demonstrate and summarize what the general population knows about your topic

E.g.      Reddit threads or other social media posts on your topic  
Comments made by non-experts on radio, podcasts, Youtube, Tiktok, etc  
Letters to the editor published in Canadian newspapers and magazines  
Comments you frequently hear made in public spaces  
Comment threads posted on public blogs, websites, or Youtube videos

Note: you might find a source where someone else summarizes what *they* think the general population knows. If you want to use their account, decide whether and why you trust them to have a good sense of this, and then, in your writing, make clear that you are presenting *their* account of common knowledge (rather than your own assessment of what is commonly known)

As an extra non-academic source, besides the two you collect, you could summarize what you knew about the topic before you had your own close encounter with it

### **What to write:**

This assignment is a blend of summarizing others—by describing and citing what “they say” about the topic—and explaining how your own “I say” claim, which stems from your experience, fits in amongst all the things “they say.”

When you make your own claim, it does not have to be “backed up” by what others say. You make your claim on the basis of your primary experience; you can back it up by giving direct evidence you can provide from your own experience: your anecdotes and descriptions.

**Write a piece of writing that gives an overview of what people in the general population say about your topic. Compare/contrast it to a separate overview of what academic researchers have found to be true on your topic, pointing out how what they say compares to what the general population says; and then explain how your own knowledge fits in amongst those two overlapping conversations.**

Depending on how your own knowledge compares to what the researchers say, you might consider including a final section that comments on how the research has extended your personal knowledge, or caused you to question it; or you might consider commenting in a final section on how the research hasn’t yet explored the

### **Who you’re writing for, and why:**

Imagine you’re writing to me (Sarah) and to your classmates in this class. None of us is an expert on your topic, but we all participate in the wider population. As academics, we’re interested in hearing what researchers (including you, who has had a close encounter with primary evidence) know that goes beyond common knowledge. We respect you—on the basis of your firsthand, primary knowledge—as someone who has something legitimate to say about it, and we’re curious to know how what you know fits into the existing research on the topic.

### **How to organize/structure it:**

The structure you use will depend on the different perspectives you are summarizing. It will depend on the relationships between the different claims you see being made by the general population, the researchers, and yourself.

I suggest that a general flow from “the general population says” to “the researchers say,” and then to an account of how your own knowledge of the topic fits into that array of perspectives—that flow would probably work. But it might not be the best possible flow for your topic.

I offer two possible structures below, but I encourage you to structure this essay in a way that makes sense for your material. I encourage you to tell what you think is the most interesting, most sensibly organized story of what these two groups—and you—have to say.

## Things to definitely do:

**Organize your paragraphs** so that each one is covering one subtopic or doing one thing, as we discussed doing for the Source Analysis assignment

Use the **techniques** we've discussed **for doing excellent summaries** to help you give accurate, fair, coherent accounts of what each source says

Use the **techniques** we have (or will) discuss(ed) for giving **excellent integrated summaries** of several sources to give accurate, coherent accounts of how the different sources' perspectives compare and fit together

Use shared **keywords and transition phrases** to help your reader understand how all the different ideas and sources compare and fit together

**Make your own claim persuasive** by describing in detail your first-hand, personal, primary evidence, but use hedges (or boosters) and/or comments about what you don't know for certain, where suitable, to show that you're respectful of the limits of your own knowledge

**Cite every source** both in the text of your essay and in a carefully formatted final list of references/works cited

**Two possible (optional) loose structures.** You can design a different structure or mix these up as best suits your situation:

### Science-y (?) structure:

Start with an overview of questions raised by common experience (but not yet answered by research). Rather than focusing on who says what, among general audiences, focus your overview on popular hypotheses and emphasize what is not yet known. Use citations to tag the different hypothesis/questions to your different non-academic sources.

E.g. Science has yet to establish a broad understanding of \_\_\_\_\_. One widely-held hypothesis is that \_\_\_\_\_ (citation). A contrary, unproven explanation is that \_\_\_\_\_ (citation).

Then give an overview of facts that have been established by research, by summarizing the findings of the two academic research articles and explaining how those known facts answer, or partially address, the popular hypotheses. Use citations to tag the facts you are reporting to the different research article sources.

E.g. \_\_\_\_\_ [statement of fact] (citation). In particular, \_\_\_\_\_ [statement of lower-level fact] (citation). In other conditions, however, \_\_\_\_\_ [statement of fact] (citation).

Then present your own knowledge, and its basis in the details you have observed/experience, as a preliminary new study that offers tentative conclusions extending/confirming/calling into question the previously established facts.

The present study's findings diverge from/extend/... I examined \_\_\_\_\_ and found that

\_\_\_\_\_.

## Humanities-y structure:

Give an overview of popular opinion, foregrounding an array of different (or similar) perspectives and positioning them as involved in a widespread conversation about the topic.

E.g. Among those debating this topic on social media are \_\_\_\_\_ and \_\_\_\_\_, who express the diverging perspectives that \_\_\_\_\_ (citation) and \_\_\_\_\_ (citation).

Transition to giving an overview of a different conversation, the one being had by current researchers...

E.g. One researcher who has studied this topic is \_\_\_\_\_, who investigated \_\_\_\_\_ and found that \_\_\_\_\_ (citation). An alternate perspective is offered by \_\_\_\_\_, whose focus was on \_\_\_\_\_. They argue that \_\_\_\_\_ (citation).

...then explain how your own perspective fits among theirs.

My own view, which I have developed through \_\_\_\_\_, is that \_\_\_\_\_. Like \_\_\_\_\_, I acknowledge that \_\_\_\_\_, but it seems to me that \_\_\_\_\_.

RUBRIC	Excellent (A level work)	Good to very good (B level work)	Satisfactory (C level work)	Marginal to unsatisfactory (D to F level work)
<b>Integrated summary technique</b>	Your integrated summary gives a meaningful, flowing, coherent, clearly-organized overview the different perspectives on your topic, clarifying how each source within each cluster relates to each other and to the overall topic and explaining clearly how your own perspective fits in, and drawing on techniques of hierarchical (tree) arrangement, keywords, and signposting as well as your own clear sense of the landscape of claims about this topic	Your integrated summary flows reasonably well, giving an overview of the different perspectives, establishing the relationship between popular opinion and research on the subject and explaining how your own perspective fits in; it draws reasonably effectively on techniques of hierarchical (tree) arrangement, keywords, and signposting	Your integrated summary may not fully integrate the different sources; may include many valid points, but may not flow smoothly or clarify how the whole array of perspectives fits together within an overall topic; may largely discuss the articles in sequence; attempts to use keywords and signposting but hierarchies of ideas may not be fully clear; most sentences are recognizable as integrated summary or (where suitable) presentation of your own claims, but occasional bits may seem more like another kind of writing	Your integrated summary may present a sequence of fairly separate summaries; it may not arrange ideas within a larger hierarchy; may show little awareness of the distinction between general and specific layers of the various arguments or make clear distinctions between different ideas; may be hard to recognize as an academic integrated summary and seem more like a story, opinion piece, or other kind of document

<b>Quality of reading and demonstrated understanding</b>	Your account of the sources is informative and trustworthy; it appears to demonstrate a complete, accurate understanding of the research articles and other sources	Your account seems reasonably informative and generally accurate; it demonstrates a reasonably sound understanding of all sources; does not confuse major topics with details of any article	Recognizably attempts to summarize all sources; demonstrates some understanding of the overall arguments and misunderstands at most one or two ideas; may confuse details with major ideas of one or two sources	It is difficult to recognize the two or more of the sources being summarized; may distinctly misunderstand or misrepresent one or more sources's points
<b>Citation quality</b>	In-text citations and Bibliography or References list are complete and entirely correct; reporting expressions are appropriate to academic writing and precisely suited to the sources being cited	In-text citations and Bibliography or References list are complete with only one or two minor errors; reporting expressions are appropriate to academic writing	In-text citations and Bibliography or References list are complete with three or more minor errors; reporting expressions are present but may not all be suited to academic writing; may quote too frequently or paraphrase too closely	In-text citations and/or Bibliography or References list are incomplete and/or full of errors ; may not include reporting expressions; they may be unsuitable to academic writing; may rely primarily on quotations, may paraphrase too closely or omit quotation marks or citation
<b>Academic integrity</b>	Genuinely your own work	Genuinely your own work	Genuinely your own work	Parts or all of it may have been copied from or substantially influenced by other sources; the influence of other sources may not have been adequately acknowledged; even if other sources are acknowledged, too little of the essay may have been your own work
<b>Quality of writing</b>	Sentences are grammatically complete and correct; sentences flow well; word choice is precise and meaningful	Sentences are generally grammatically complete and easy to read; one or two errors of grammar may recur; word choice is sensible	A few sentences may not be complete or may be awkward to read; errors of grammar may be noticeable but do not distract badly from the meaning; word choice is sensible but may be rather basic	Sentences may frequently be awkward or difficult to read; grammar errors may be distractingly frequent; word choices may frequently be awkward or imprecise