ENGL 105 – Unit 1
Writing in the Natural Sciences: Popular Health Article

Genre	Audience	Role	Purpose	Rhetorical Situation
Popular health article	Readers of a major news publication (*The Washington Post*, *The LA Times*, etc.)	Health or medical journalist	To ethically and honestly report on a recent health or medical experimental study in a format that is accessible and engaging to general/non-expert audiences	You are asked to write an article for a major news publication that examines and explains a recent health or medical experimental study to a general audience.

Overview

For this unit, you will compose a popular health article for a major news source of your choosing. Health and medical professionals are often asked to translate complex, jargon-heavy information to non-specialist audiences, including patients with varying literacy levels, advocacy groups, policy makers, drug company advertising executives, and more. This unit requires you to become an expert at reading and interpreting professional journal articles. You will attend to many different ethical concerns, including how to persuasively and honestly present visual data. We will use http://www.healthnewsreview.org/ as a guide for studying health and medical journalism.

As the first unit in our semester, this project will expose you to conducting secondary research on a topic related to health or medicine. You'll be exposed to the methods through which knowledge is disseminated throughout the Natural Sciences and how such information gets transmitted to non-expert audiences. During this unit, we will work with an instructional librarian from the Undergraduate Library (UL) at UNC who will introduce you to the various research resources at UNC, specifically the extensive databases the UNC Libraries provides.

This introductory unit also serves as a way to ease you all into ENGL 105. In later units, you will begin to conduct your own primary research and construct your own claims. This unit first allows you to prioritize secondary research, so you are comfortable collecting, evaluating, and integrating outside sources, translating other scholars' ideas before you begin to craft your own arguments.

Writers in the Natural Sciences use a variety of citation formats, including the American Medical Association (AMA), American Psychological Association (APA), Chicago citation style, and others. For all of our work in Unit 1, we will be using Council of Science Editors (CSE) 8th edition citation format. CSE uses a few different formatting options; we will be using Name-Year format. Your primary source of information on CSE 8th edition Name-Year citation format should be the UNC Libraries. See the following pages:

- UNC Libraries: "Why We Cite"
- UNC Libraries: CSE/CBE 8th ed. Name-Year:
    - "Sample References Page"
    - "In-Text Citations"
    - "Print Sources"
    - "Online Sources"

- See also **"CSE Sample Passage and References List"** (Sakai>Resources>Unit 1) for tips on creating in-text/parenthetical and bibliographic citations in this citation format.

Please note: The UNC Libraries [Citation Builder](#) will only create CSE citations in Citation-Sequence format and NOT Name-Year format. Anytime you use a citation builder, be sure to manually double-check what is generated against sample citations.

Feeder 1.1 is a Preliminary Research Worksheet, which will help you choose and narrow a topic and conduct preliminary research to become familiar with the ongoing conversation around your topic. Feeder 1.1 is worth 5% of your final course grade.
- Tues. Aug. 23: Brainstorm UP1 topics in class (Sakai forum post)
- Mon. Aug. 29: Feeder 1.1 Rough Draft due by 11:59pm (Sakai forum post)
- Wed. Aug. 31: Feeder 1.1 Final Draft due for a grade by 11:59pm (Sakai>Assignments)

Feeder 1.2 is an Article Proposal Worksheet. You will select one recent, peer-reviewed experiment or study which will be the focus of your popular health article. You will complete this proposal to your editor to get their approval for you to write your own popular health article about this recent study or experiment, answering a series of questions about the scholarly article you will be discussing. Feeder 1.2 is worth 5% of your final course grade.
- Wed. Sept. 7: Feeder 1.2 Rough Draft due by 11:59pm (Sakai forum post)
- Mon. Sept. 12: Feeder 1.2 Final Draft due for a grade by 11:59pm (Sakai>Assignments)

Unit Project 1 is a Popular Health Article in which you will ethically and honestly report on the motivations, hypothesis, methods, and results of the study you discussed in Feeder 1.2 and in which you discuss the study's larger implications. Unit Project 1 is worth 15% of your final course grade.
- Mon. Sept. 19: UP1 Rough Draft due by 11:59pm (Sakai forum post)
- Wed. Sept. 21: UP1 Final Draft due for a grade by 11:59pm (post to the course website)

For more detailed instructions for each feeder and your unit project, including grading rubrics, etc., see below. Always remember to refer to the specific instructions and guidelines listed in this document, including grading rubrics, as well as any samples or models we discuss in class.

Feeder 1.1: Preliminary Research Worksheet (7 questions)
On Tues. Aug. 23, we will go over our introduction to the Natural Sciences, and we will look through this unit assignment prompt. On that day, in class, you will be asked to brainstorm, discuss, and (ideally) commit to your specific topic for this unit.

You'll need to conduct some secondary research on a few different health or medical topics. Specifically, you'll need to expose yourself to the current conversation around a single topic. In order to begin this process, your first feeder is a worksheet that works you through the research process and should assist you in narrowing a topic and becoming familiar with the current conversation that surrounds it.

The worksheet guidelines are on a separate document on Sakai (Resources>Unit 1). The document is titled "Feeder 1.1 – Preliminary Research Worksheet" and consists of seven questions. In class on Tues. Aug. 23, we will discuss the principles of writing in the natural sciences, and you will brainstorm and discuss potential topics for your unit project in class.

When brainstorming and choosing potential topics, remember that your ultimate goal is to find a recent (from 2016-2022), scholarly, peer-reviewed scientific study on your topic (ideally an experimental study, although some observational studies might also work) and for you to "translate" that study so it is accessible to a non-expert audience. Many of your topics might include or lean towards Social Science issues; such conversations will serve you well when you discuss the larger implications of these studies, but the primary focus of this unit is to explore how research is conducted and communicated in the Natural Sciences. Be sure that your potential topics lend themselves toward eventually choosing a recent experimental study performed in the Natural Sciences that you can discuss as the focus of your popular health article.

A rough draft of your worksheet is due Mon. Aug. 29 by 11:59pm via the appropriate Sakai forum. This rough draft should be attached to your post as its own document. We will workshop this in class on Tues. Aug. 30. The file name for this document should be "[Your last name]_1.1 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 1.1 in to a separate, final draft. This final draft of Feeder 1.1 is due for a grade on Wed. Aug. 31 by 11:59pm via the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_1.1 Final Draft."

Successful worksheets will:
- Display considerable investment in the revision process.
- Contain questions that are all answered in a complete and accurate manner.
- Contain secondary sources properly cited in CSE 8th edition, Name-Year format.
- Ultimately feature one selected, specific topic and specific peer-reviewed journal articles on that topic.
- Exhibit the student's overall awareness of the scholarly conversation currently taking place around this topic.

Grading Rubric for Feeder 1.1: Preliminary Research Worksheet
The final grade for Feeder 1.1 will be worth 5% of the student's final course grade.

	10	7	4	1
Question 1	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 2	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 3	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 4	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 5	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 6	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 7	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Style	Worksheet features varied and sophisticated sentence structure and diction that is both engaging and accessible to a non-expert audience. Style changes when appropriate	Worksheet uses some repetitive diction, overly simplistic language or sentence structures but mostly maintains a professional and objective tone.	Worksheet occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow. Or the worksheet relies too much on scientific jargon and is not accessible to a non-expert audience when appropriate.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing or highly inappropriate.

	based on the specific questions.			
Citations	A coherent citation system (CSE 8th edition, name-year format) is used consistently throughout; References list is complete and formatted accurately.	A citation system is systematically used with some lapses in providing required bibliographical information; References list does not include all sources cited in body of text.	It is very difficult to tell if a single citation system has been adopted throughout. Citations are erratic, and/or References list is incomplete.	No effort at citing sources accurately and consistently is made.
Grammar	Worksheet is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /100				

Feeder 1.2: Article Proposal (7 questions)

Now that you have chosen and researched a specific topic, it's time to choose the specific journal article/study/experiment that will be the focus of your own popular health article. Ideally, your work on Feeder 1.1 exposed you to at least one peer-reviewed article describing a recent (no older than 2016) study or experiment related to your chosen medical or health topic. The ideal article for your project will be a recent experimental study, although some observational studies might also work for the purposes of this assignment.

You will write a brief proposal to your editor to explain the study you are going to discuss in your own popular health article. This proposal is ultimately a set of seven questions you need to answer about the article you've chosen. See "Feeder 1.2 – Article Proposal Worksheet" on Sakai (Resources>Unit 1).

A rough draft of your proposal is due Wed. Sept. 7 by 11:59pm via the appropriate Sakai forum. This rough draft should be attached to your post as its own document. We will workshop this draft in class on Thurs. Sept. 8. The file name for this document should be "[Your last name]_1.2 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 1.2 in to a separate, final draft. This final draft of Feeder 1.2 is due for a grade on Mon. Sept. 12 by 11:59pm via

the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_1.2 Final Draft."

Successful drafts will:
- Display considerable investment in the revision process.
- Answer all questions in a complete and accurate manner.
- Properly cite any sources in in CSE 8th edition (Name-Year format).
- Contain responses centered around a specific, recent (2016-2022), scholarly, peer-reviewed article that fits the parameters of the assignment.
- Exhibit the student's critical engagement with the material in the selected article that will be the focus of their work moving forward.

Grading Rubric for Feeder 1.2: Article Proposal
The final grade for Feeder 1.2 will be worth 5% of the student's final course grade.

	10	7	4	1
Question 1	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 2	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 3	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 4	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 5	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information	Little to no response to the question.

				for the reader to understand.	
Question 6	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 7	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Style	Proposal features varied and sophisticated sentence structure and diction that is both engaging and accessible to a non-expert audience. Style changes when appropriate based on the specific questions.	Proposal uses some repetitive diction, overly simplistic language or sentence structures but mostly maintains a professional and objective tone.	Proposal occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow. Or the proposal relies too much on scientific jargon and is not accessible to a non-expert audience when needed.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Citations	A coherent citation system (CSE 8th edition, Name-Year format) is used consistently throughout; References list is complete and formatted accurately.	A citation system is systematically used with some lapses in providing required bibliographical information; References list does not include all sources cited in body of text.	It is very difficult to tell if a single citation style has been adopted throughout. Citations are erratic, and/or References list is incomplete.	No effort at citing sources accurately and consistently is made.
Grammar	Proposal is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /100				

Unit Project 1: Popular Health Article (1,000-1,500 words)
You've become familiar with the scholarly conversation around a specific topic in the field of health or medicine. Then, you've selected and thought critically about a specific, recent, relevant study in that topic. Now it's time to compose a popular health article that is accurate, ethical, and appropriate for your specific audience and that reports the information about this study to your audience. Use the *Health News Review* guidelines (http://www.healthnewsreview.org/about-us/review-criteria/) to help you make choices about the kinds of information you want to include and how you choose to include it. Most of your content can be pulled from your Feeder 1.2, but you should be sure to revise that content based on my feedback.

Regarding your final draft, it will be highly unlikely for you to successfully communicate your content in less than 1,000 words, so your article should be at least 1,000 words long; however, your article can go beyond 1,500 words in length as long as you don't unreasonably exceed that length.

A rough draft of your article is due Mon. Sept. 19 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Tues. Sept. 20. The file name for this document should be "[Your last name]_UP1 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your article in to a separate, final draft. This final draft of your Unit Project is due for a grade on Wed. Sept. 21 by 11:59pm via the course website. This means you will need to take your final draft Word document and copy and paste it as a post on our course website. This will take time, but your completed draft must be published online by 11:59pm, so you should start this process early. Your submissions are time-stamped, and once the deadline has passed, if you go back and revise, your article will be considered late.

Technical Info:
For technical information on how to access and log into the course website or how to compose, edit, and publish a post, etc., see the document "Instructions for Posting to the Course Website" on Sakai at Resources>Course Website Resources.
- Do not alter any settings for the blog or any other webpage or the site in general.
- Remember to set a Featured Image for your post and cite it appropriately.
  - See "How to Cite Images, Visuals, Data Visualizations, etc." (Sakai>Resources>Helpful Handouts and Resources) for how you should cite your Featured Image and any other images, data visualizations, etc. you include in your post.
- Your post should conclude with a CSE 8th edition name-year format References list. If those citations contain urls, activate those urls as hyperlinks for our website visitors.
- Add a few tags to your post, relevant to the content/genre of your post.
- Categorize your post as "Natural Sciences: Popular Health Articles," selecting the specific section in which you are enrolled.
- Remember to hit "Publish" near the top-right corner when you're done. After you publish/update your post, I suggest you view your post like any other online visitor to double-check one final time, just in case you need to go back and edit changes. Log out from our site and return to your post; make sure your content appears correctly.

- Your post must be complete and accessible by the assignment deadline.
- If you only want to share your post with members of the UNC community, require ONYEN authentication to access your post; if you only want to share your post with members of our classroom community, password-protect your post (using the class password); if you only want to share your post with me, publish your post as "Private."

Successful drafts will display considerable investment in the revision process and will be clearly focused on a specific and appropriate, recent (2016-2022), scholarly, peer-reviewed experimental or observational study in the medical or health profession. Your article should include:
- A descriptive title that engages an audience while also suggesting the overall content you'll be discussing.
- The study's research question, hypothesis, and/or what the study intended to discover.
- Sufficient background information for an outside audience to become familiar with the specific topic of study and how this study is important or unique (ideally using sources you found when completing Feeder 1.1 or other useful secondary sources).
- The methods of the study, provided in a manner that is chronological, written clearly, and describes the participants and materials.
- A critique of the study methods, briefly touching on whether the design is ethical, justified, and repeatable and why.
- The potential importance of the study and its larger implications.
- Any limitations or biases in the study, as either stated by the people who conducted the study or as identified and noted by you (this should include ways in which the study could be improved in the future).
- The next steps moving forward for those who conducted the study and/or others working in the field.
- <u>Useful outside information from at least two other peer-reviewed relevant journal article (properly cited)</u>.
- Figures and tables (optional) from the original article, all of which are appropriately numbered, labeled, placed, formatted, and cited.
- A complete References list in CSE 8th edition (Name-Year format) that cites all sources (including any images, data visualizations, etc.) appearing in your article.
- After your References list, skip a line or two and add a clearly labeled full bibliographic citation for the post's Featured Image.
- For a reminder of what your final post should look like and/or how it should be organized, see the Example Post for UP1 on our course website.

Grading Rubric for Unit Project 1: Popular Health Article

The final grade for UP1 will be worth 15% of the student's final course grade.

	10	7	4	1
Introduction	Introduction clearly identifies the central, appropriate, recent, peer-reviewed study in the medical or health profession, along with a general sense of the study's findings and its significance. Introduction contains a logical progression of ideas.	Some information about the study's findings and significance is offered, but it is confusingly organized or summarized strangely.	Introduction is cursory at best and does not provide enough information for reader to understand the significance of the study at hand.	Article lacks introduction.
Body (worth double: 20, 14, 8, or 2 points)	Body includes well synthesized information drawn from sources. It explains the basic details of the study and addresses the topic's general importance by providing background info on the topic. It also explains at length the goals and methods of the study **(including the study's research question and/or hypothesis)**, the individuals involved, the findings and their importance/larger implications, and a critique of the study itself.	Body is lacking some detail or specificity. In a few instances, more evidence or detail is necessary to support its claims.	Body is significantly lacking in some way. Minimal or no evidence or information is provided to support claims.	Body contains almost no credible information drawn from scholarly sources; body is disorganized and confusing.
Paragraph Structure	Paragraphs contain an analytical topic sentence that makes one central claim or point and then provides evidence and analysis to support this claim. Each paragraph flows well.	Paragraphs are mostly well structured with a few slip-ups; some paragraphs either do not contain adequate flow, are missing a topic or ending sentence, or do not analyze their evidence.	A few paragraphs attempt to do too much or do not advance one specific claim or point. Paragraphs do not contain logical flow of information.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim or point at all.

Integration of Sources	Sources are excellently paraphrased and summarized and are incorporated into the writing using signals or attributions. Quotations of specific phrases, word choice, etc. are used when appropriate. Student-author analyzes this material and offers their own perspective when appropriate.	Sources are mostly paraphrased and summarized well, as is the inclusion of quotations. Student-author makes some attempt to analyze this research.	Summaries and paraphrases are confusing, awkward, and do not flow well with the rest of the paragraph. Quotations are poorly integrated into the text and tend to be unnecessarily long with little comment/analysis.	Sources are pulled in as lengthy direct quotes, and almost no effort is made to paraphrase or summarize them. Student-author does not provide enough information for audience to understand the importance of this material and offers no analysis of their own.
Organization	Article is organized with a logical and explicit pattern.	Article is mostly well-organized, but some paragraphs seem out of order or repetitive.	Article is very confusingly organized and does not reflect an overall organizational pattern.	Article is organized so confusingly that it impedes the student-author's purpose.
Style	Article features varied and sophisticated sentence structure and diction that is both engaging and accessible to a non-expert audience.	Article uses some repetitive diction, overly simplistic language or sentence structures but mostly maintains a professional and objective tone.	Article occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow. Or the article relies too much on scientific jargon and is not accessible to a non-expert audience.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Conclusion	Conclusion suggests possible next steps for the researchers or for other organizations or entities, reminding the audience of larger implications by	Conclusion makes some effort to point to broader implications of the topic and to potential next steps.	Conclusion mostly just repeats information already stated.	Conclusion is indistinguishable from introduction.

	suggesting what will or could happen as a result of this study.			
Citations	A coherent citation system (CSE 8th edition, Name-Year format) is used consistently throughout; References list is complete and formatted accurately.	A citation system is systematically used with some lapses in providing required bibliographical information; References list does not include all sources cited in body of text.	It is very difficult to tell if a single citation style has been adopted throughout. Citations are erratic, and/or References list is incomplete.	No effort at citing sources accurately and consistently is made.
Grammar	Article is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /100				