ENGL 105
Unit Project 2 – Writing in the Social Sciences: Ethnography Presentation

Genre	Audience	Role	Purpose	Rhetorical Situation
Academic conference presentation	Other anthropologists and anthropology students interested in contemporary subcultures and spaces who are attending this conference or who may visit your online profile to access your conference presentation materials in the future	Anthropologist interested in contemporary local subcultures and/or gathering spaces	To inform conference attendees (and future scholars) about the results of your ethnographic study on a local contemporary subculture or gathering space	You are an anthropologist interested in better understanding contemporary local subcultures by researching, analyzing, and writing about a specific cultural aspect of UNC or Chapel Hill life (and then presenting that research at an academic conference).

Overview

For our second unit, you will take on the role of an ethnographer—a common role in the Social Sciences, especially among anthropologists and sociologists—to conduct your own ethnographic study and present your findings in the form of a miniature academic conference presentation. In order to create this presentation, you will take on the role of an anthropologist interested in contemporary local subcultures and/or gathering spaces. You will be observing, researching, and analyzing one cultural aspect of life at UNC or Chapel Hill.

To complete this study, you will conduct an ethnography of your chosen subculture. "Ethnography" means, literally, a portrait (*graph*) of a group of people (*ethnos*). An ethnography is a social, political, and/or historical portrait of a specific group of people or a particular situation or practice, at a particular period in time, and within a particular context or space. Ethnographies have traditionally been based on an anthropologist's long-term, firsthand research (called "fieldwork") in the place and among the people or activities they are studying. You will employ the methodology of "participant observation" to complete your ethnography. You can choose to focus on a specific group of individuals or a specific site, location, or gathering space as the subject of your ethnography.

This unit allows you to enter the scholarly discourse around your chosen subculture of study by allowing you to synthesize your research (both primary and secondary) into an academic conference presentation in which you share your unique findings. This experience will expose you to one of the most common methods for disseminating knowledge in academia both as presenters and as audience members while also allowing you to learn and practice best techniques for oral communication and presentation.

Note that for all of our work in Unit 2, we will be using American Psychological Association (APA) 7th edition citation format, the format most commonly used in the Social Sciences. Your primary source of information on APA citation format should be the UNC Libraries. See the following pages:

- UNC Libraries: "Why We Cite"
- UNC Libraries, APA 7th ed.: "Sample References Page"; "In-Text Citations"; "Print Sources"; "Online Sources"

Feeder 2.1 is an Annotated Bibliography, a useful research tool for understanding the existing scholarly conversation around a given topic and gathering sources to develop your unique research question. This secondary research will also guide you as you prepare and conduct your own primary research during your work on Feeder 2.2. Feeder 2.1 is worth 5% of your final course grade.

- Thurs. Sept. 22: Choose UP2 Topics in class (Sakai forum post)
- Mon. Sept. 26: Feeder 2.1 Rough Draft due by 11:59pm (Sakai forum post)
- Wed. Sept. 28: Feeder 2.1 Final Draft due for a grade by 11:59pm (Sakai>Assignments)

Feeder 2.2 is your Coded Field Notes from the primary research you conduct in the field. Guided by the insights gained from your secondary research, you will conduct at least two field observations of your selected subculture or site; you will record, analyze, and reflect on the materials of these observations, especially as they potentially relate to your research question. Feeder 2.2 is worth 5% of your final course grade.

- Wed. Oct. 5: Feeder 2.2 Rough Draft due by 11:59pm (Sakai forum post)
- Mon. Oct. 10: Feeder 2.2 Final Draft due for a grade by 11:59pm (Sakai>Assignments)

Unit Project 2 is an Ethnography Presentation in the form of a miniature academic conference presentation lasting three minutes in which you synthesize your research to address your topic and answer your research question, followed by a very brief Q&A session. After our miniature conference, you will post the script of your presentation along with an image of your single, static presentation slide and a longer, more comprehensive explanation of your research. All of your presentation materials will be posted to our course website so future audiences and scholars can revisit your work. Unit Project 2 is worth 15% of your final course grade.

- Wed. Oct. 12: UP2 Rough Draft due by 11:59pm (Sakai forum post)
- Tues. Oct. 18: Deliver mini presentations in class (part of your UP2 final grade)
- Mon. Oct. 24: UP2 Final Draft of Presentation Materials due for a grade by 11:59pm (post to the course website: presentation slide image, presentation script, Explication of Research)

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.

<u>**Feeder 2.1: Annotated Bibliography (at least 4-5 sources total)**</u>
In Unit 1, you conducted secondary research and practiced translating academic work into a language, style, and genre accessible to a non-expert audience. Unit 2 builds upon this by exposing you to conducting primary research in the field. But first, you will conduct secondary research to help you generate your own research question and to guide and contextualize your own primary research.

Step 1: Select a local contemporary subculture to study. Your first task is to choose some aspect of UNC or Chapel Hill life to analyze, either a specific group or subculture of a specific site or location.

It will help to think of UNC and Chapel Hill as consisting of unique cultures or subcultures that must be explored and analyzed to better understand them. There are limitless possibilities to study, but some ideas include: sports fandom, fraternity/sorority life, campus religious organizations, campus political organizations, other campus organizations or publications, non-UNC student life in Chapel Hill, or other organizations or populations in or around UNC. Alternatively, you could choose a subculture based on their joint use of the same space, focusing on specific spaces such as spaces for dining, spaces for study, residence life, monuments or memorials around campus, sites devoted to religion or worship, multipurpose sites, or other sites or locations around campus or in Chapel Hill.

The goal here is to observe and study a culture or subculture of which you are <u>not</u> a member, a group of people united by common interests, beliefs, values, activities, etc. Be creative but intentional in your choice. There are certainly some viable options I did not think to include in this list, so do not feel limited by the options I have suggested. **Note: Do not choose an organization or population of which are already/becoming a member. For example, you cannot study dorm life in your own residence hall or study the fraternity/sorority you are currently "pledging."**

On Thurs. Sept. 22, we will go over our introduction to the Social Sciences and look through this unit assignment prompt. On that day, in class, you will be asked to brainstorm, discuss, and eventually commit to the specific subculture you wish to study. You will be asked, in class, to post the subculture you wish to study and provide a few sentences explaining why you've selected that topic. (This means that, prior to this day in class, you should have brainstormed some potential areas of study and your motivations/goals in studying these subcultures. What do you find interesting/confusing/engaging about this topic? What do you hope to learn? What assumption/s do you expect to confirm?) **You must commit to a topic and post it to our forum for the day before leaving class that day. If you are absent, you are responsible for posting to the appropriate forum before the end of our class session that day with a selected topic.**

Step 2: Conduct an (optional) preliminary observation.
Once you have selected a subculture or location to study, you may find it helpful to conduct what is called a "preliminary observation." You could visit your chosen subculture or site and spend about thirty minutes to observe everything that occurs there. You have the option of taking careful field notes and then typing them up as soon as possible after your preliminary observation to capture everything as accurately as possible. I will post a handout

on Sakai for you to use to help you focus your analysis if you wish to take this approach ("Quick Guides to Interviews and Observations" at Sakai>Resources>Unit 2).

Step 3: Develop a research question (RQ).
The point of a preliminary observation is to gather more focused data regarding your selected subculture, empowering you to craft an appropriate and productive research question (RQ), basically the question that will guide your research (primary and secondary) moving forward.

Whether or not you conduct a preliminary observation, <u>it is crucially important that you have a single, specific question to answer so that you can focus your research and writing on one aspect of this subculture</u>. What is it that you want to know or understand about this population, subculture, or the people who use a specific site? Good RQs are open-ended, not easily answerable, and often begin with words like "why," "how," or "what."

Step 4: Compile and analyze secondary sources. Now that you have selected a specific subculture, thought deeply about that subculture, and developed a solid RQ, you are prepared to actually complete your feeder assignment. In order to better understand the complexities of your research question, you need to conduct secondary research, which means consulting the work of other scholars in the field. Therefore, for Feeder 2.1, you will use the [UNC Libraries databases](#) to consult scholarly work regarding your specific research question. Consider scholarly journal articles, monographs, essays, and published lectures. In addition, you might also consider some hybrid sources such as organizational websites related to your selected subculture.

You will then create an annotated bibliography, which is simply a bibliography that is annotated. It is a bibliography, a list of citations of various secondary sources relevant to your project, but in this case each citation is accompanied by an annotation, a paragraph of information that describes the source's overall argument or point as well as its value toward your particular research project. Annotated bibliographies are useful tools to guide and organize your research and to visualize how your research will function in your composition.

Your annotated bibliography should include **at least three or four scholarly sources, plus at least one source that isn't necessarily scholarly but applies directly to your specific subculture or cultural phenomenon—a webpage on the UNC website regarding your chosen organization, for example. This means that your final draft should include at least four or five sources total, with the majority being scholarly sources. One or two sources can by hybrid or popular sources, such as an organizational webpage, etc.**

All of your sources should engage with your chosen topic and research question in some manner. This might be direct or indirect, explicit or implicit. Not all sources will perfectly align with your topic as a whole. Consider sources that address the specific population you're discussing; consider also sources that address larger themes related to this topic. Some sources might not specifically relate to UNC or Chapel Hill but could be applied to your topic. Some sources will provide useful background information or historical/social/cultural context while others may directly address one aspect of your RQ.

For example, you might locate sources that discuss the historical or cultural significance of your chosen site; alternatively, you might find sources that relate thematically to how your chosen site is used or how your chosen group functions. For instance, a location used as a site for dining might lead you to find an anthropological discussion on how dining together is used to form and maintain human fellowship and community. Alternatively, if you're looking at a specific Greek organization, look at that chapter's webpage, but also look at the national website for the Greek organization as a whole, and consider scholarly sources discussing Greek life in general. Additionally, how does the University promote/represent this site or this organization on its own website or other materials?

If you focus on a site rather than an organization, consider historical and cultural information regarding various sites on the campus of UNC-Chapel Hill:
- *The Carolina Story: A Virtual Museum of University History*
- *Documenting the American South*
- *Names in Brick and Stone: Histories from UNC's Built Landscape*
- *NCPedia*, which contains articles mostly pulled from the *Encyclopedia of North Carolina*
- *True and Candid Compositions: The Lives and Writings of Antebellum Students at the University of North Carolina*
- UNC's Wilson Library's various special collections including: North Carolina Collection, Southern Folklife Collection, Southern Historical Collection, and University Archives & Records Management Services

Instructions for formatting your annotated bibliography:
- At the top of your annotated bibliography, briefly state your selected subculture or site of study. Then state your specific research question. Then continue with your actual annotated bibliography.
- Include a full, APA 7th edition style bibliographic citation for each source. For Unit 2, we will be using APA 7th edition citation style. For more information about citation formats, including APA, see the UNC Libraries page on citations. (Like any other bibliography, your sources should be listed in alphabetical order determined by how each bibliographic citation begins.)
- After each bibliographic citation for each source, write an annotation consisting of a solid paragraph that answers the following questions in complete sentences for each source:
  - What is the author's object of study (the specific object/subculture/cultural phenomenon/location/topic that is their focus of analysis)?
  - What is the main argument/premise/thesis of the source? (Sometimes the main argument is implied, not explicitly stated.) What is its purpose/goal?
  - How will this source help you analyze your chosen subculture, specifically regarding your research question? How will this source uniquely contribute to your final project? How does its content and claims compare/contrast or relate to other sources listed in your annotated bibliography?
  - (This next component is a slight alteration to the typical style of an annotated bibliography.) In addition to your annotation, write out two or three relevant quotations from this source that could contribute to your analysis; **each quote should include an APA in-text citation that includes page**

> **numbers (or paragraph numbers for online sources, etc.).** (Then move on to the next citation for the next source, etc.)
- See also "Feeder 2.1 Sample" at Sakai>Resources>Unit 2.

A rough draft of your annotated bibliography is due Mon. Sept. 26 by 11:59pm via the appropriate forum on Sakai. This rough draft should be attached to your post as its own document. We will workshop this in class on Tues. Sept. 27. The file name for this document should be "[Your last name]_2.1 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.

Step 5: Based on your workshop experience, revise your annotated bibliography into a second, separate, and final draft. This final draft of Feeder 2.1 is due for a grade on Wed. Sept. 28 by 11:59pm via the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_2.1 Final Draft."

Successful annotated bibliographies will:
- Display considerable investment in the revision process.
- Clearly state the chosen subculture or location of study.
- Clearly state the intended research question.
- Include an appropriate selection of secondary sources, appropriately and accurately cited in APA 7th edition citation format.
- Include an annotation accompanying each citation that completely and accurately answers all of the questions listed above.
- Include appropriate and useful quotations from each secondary source, accompanied by an in-text citation that is complete and accurate.
- Exhibit the student's overall awareness of the critical conversation currently taking place around this topic.
- Note: If you conducted any preliminary observations, your final annotated bibliography does not need to (and should not) include your field notes from such observations. Those notes were intended to serve as an optional research tool, helping you to develop a research question so you could begin conducting secondary research. Those notes are the first portion of your primary research and should be helpful when you begin work on Feeder 2.2 and your Unit Project. Although you should not include them in the final draft of your annotated bibliography, they will be helpful to reference moving forward.

Grading Rubric for Feeder 2.1: Annotated Bibliography
The final grade for Feeder 2.1 will be worth 5% of the student's final course grade.

	10	7	4	1
Research Question	Research question is appropriately phrased, open-	Research question poses an intriguing question with a	Research question makes more of an observation rather	Annotated bibliography lacks a guiding research question, or the

	ended, has a debatable answer, and expands on prior knowledge, attempting to contribute to the scholarly discourse on this topic.	debatable answer but does so in confusing or unclear language.	than a debatable claim or question.	research question is totally unintelligible.
Source 1	Annotation is complete, accurate, and appropriate.	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 questions.
Source 2	Annotation is complete, accurate, and appropriate.	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 questions.
Source 3	Annotation is complete, accurate, and appropriate.	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 questions.
Source 4 (and 5)	Annotation is complete, accurate, and appropriate.	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 questions.
Style	Annotations feature varied and sophisticated sentence structure and diction.	Annotations use some repetitive diction, overly simplistic language or sentence	Annotations occasionally lapse into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.

		structures but mostly maintain a professional and objective tone.	some sentences are hard to follow.	
Citations	A coherent citation system (APA 7th edition format) is used consistently throughout; citations are complete and formatted accurately.	A citation system is systematically used with some lapses in providing required bibliographical information.	It is very difficult to tell if a single citation style has been adopted throughout. Citations are erratic and/or incomplete.	No effort at citing sources accurately and consistently is made.
Grammar	Annotated bibliography 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: /80 =				

Feeder 2.2: Coded Field Notes (at least 1,200 words total)

Now that you have one narrow research question and a more thorough understanding of the ongoing conversation around the subject of your study, you will need to conduct at least two on-site observations, each of which should be at least thirty minutes in duration. During these sessions, you will record expanded field notes, engage/participate more directly with your informants (people at your location), and ask questions of your informants. You will polish, **code**, and type your notes (creating them on a laptop/tablet may speed things up) for your feeder assignment. **The notes for each individual observation should be at least 600 words, resulting in a total of a minimum of 1,200 words. (These are notes for two <u>new</u> observations; these do not include your notes from your preliminary observation, although you can feel free to reference back to that earlier observational experience if appropriate.)**

Note: I realize that it may be difficult or beyond your control for some of you to schedule or observe your chosen subculture or location. In a worst-case scenario, if you are unable to attend/observe your location twice, **one** of your observations can consist of an interview/observation conducted via phone, Skype, Zoom Meetings, or email, etc. with a member of your chosen subculture. Again, this is only permissible for one of your

observations and only as a worst-case scenario solution. In such a case, provide a brief explanation for this recourse, followed by careful notes coded with your reactions, thoughts and feelings, and analysis, as indicated below. It's also best if you discuss this with me in advance.

Coding System:
- Description (what's happening): plain text
- Your thoughts and feelings (in response to what's happening): *italics*
- Analysis (tentative immediate conclusions about this location and the people visiting this location, usually based on the events and/or your thoughts and feelings): **bold**

For tips on best practices for ethical and effective interviews and observations, see the "Quick Guide to Interviews and Observations" (Sakai>Resources>Unit 2). In this feeder, each set of notes should begin with the location, date, and time of the observation.

When creating these expanded field notes, focus your attention to ideas concerning identity and reflexivity. Here are some questions to keep in mind. You will not be able to answer all of these questions; instead, you will need to think about which questions best relate to your chosen subculture/site and research question.

Identity:
- What are some of the markers of identity here (such as symbols, clothes, body language, verbal language)? In other words, how do people here create or display "identity"?
- How do you know that these things mean "identity"? Is the meaning something you deduced or something stated explicitly?
- How relevant or important is identity in this setting?
- Are there political or power implications for identity at your site? Are there active stereotypes about or within the community or at this site?
- Is a group identity used to create borders between insiders and outsiders here? How is that shared identity marked? What is the purpose?
- How does the cultural or historical significance of this location relate to the way in which it is currently being used and/or the people using it (consider their behaviors and comments)?
- How does the initial design/construction/intent of this location relate to the way in which it is currently being used and/or the people using it (consider their behaviors and comments)?

Reflexive You (a shift to thinking about your own identity):
- How do you think you're perceived in this site? Is it different from how you want to be perceived? What do you do to create your desired perception?
- What sorts of comments or actions from the informants suggest the ways in which they have chosen to "see" you and grant you an identity?
- What processes have you had to go through (internal and external) to be a researcher and/or participant at the site?

- Are you an insider, outsider, or both? Explore this as fully as you can, and talk about how it feels to be an observer at the site, a participant at the site, or both.
- Are there social or political/power implications for you as a researcher at this site?
- What are the perceptions of you and your research by the community (people at your chosen site, etc.) you're working with? How do you feel about that?
- How do you feel as an observer at this site in reaction to this site's cultural/historical significance and/or its original design and/or intent?

The style of these expanded field notes will almost begin to form a kind of narrative or reflective essay on your experience. Remember to **code all of your notes** in the manner described above. **At the top of your field notes, please insert a brief reminder of your chosen subculture and state the most recent iteration of your research question. This question might have changed based on the results of your observations, but your current research question will be a part of your grade for your coded field notes.**

Notes from each observation should begin with the location, date, and time of the specific observation.

Remember, for each observation, you should write a minimum of 600 words; you should conduct a minimum of two <u>new</u> observations, thus totaling to a minimum of 1,200 words.

A rough draft of your field notes is due Wed. Oct. 5 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Thurs. Oct. 6. The file name for this document should be "[Your last name]_2.2 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 2.2 in to a separate, final draft. This final draft of Feeder 2.2 is due for a grade on Mon. Oct. 10 by 11:59pm via the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_2.2 Final Draft."

Successful drafts will:
- Display considerable investment in the revision process.
- Clearly state the chosen subculture or site of study and the intended research question.
- Address some, or all, of the questions listed above.
- Include concrete and specific examples from observations including quotations, sensory details, (non)verbal cues, (non)visual cues, etc.
- Integrate the student-observer's thoughts and feelings into the observational experience.
- Integrate the student-observer's analysis into the observational experience.
- Shift from thinking strictly about the observed subculture to the student-observer's reflection on their own identity and place in relation to the observed subculture.

- Exhibit the student-observer's critical engagement with the chosen subculture in general <u>and regarding their specific research question</u>.

<u>Grading Rubric for Feeder 2.2: Coded Field Notes</u>

The final grade for Feeder 2.2 will be worth 5% of the student's final course grade.

	10	7	4	1
Research Question	Research question is appropriately phrased, open-ended, has a debatable answer, and expands on prior knowledge, attempting to contribute to the scholarly discourse on this topic.	Research question poses an intriguing question with a debatable answer but does so in confusing or unclear language.	Research question makes more of an observation rather than a debatable claim or question.	Coded field notes are not accompanied by a guiding research question, or the research question is totally unintelligible.
Depicting Events	Field notes clearly explain or depict the events taking place in a well-organized and carefully depicted manner.	Field notes are lacking some detail or specificity. In a few instances, more detail or information is necessary for the reader to follow the events.	Field notes are significantly lacking in some way. Minimal or no detail is provided.	Field notes are cursory at best, lacking detail, disorganized, and/or confusing.
Thoughts and Feelings	Field notes effectively and appropriately integrate the student-observer's thoughts and feelings into the observational experience.	Some information is lacking or confusing.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no integration of student-observer's thoughts and feelings.
Analysis	Field notes effectively and appropriately	Some information is	The response is cursory at best and does not provide	Little to no integration of student-observer's

	integrate the student-observer's analysis into the observational experience.	lacking or confusing.	enough information for the reader to understand.	analysis of the events taking place.
Paragraph Structure	Paragraphs contain an analytical topic sentence that makes one central claim or introduces one new narrative topic and then expands on that claim or topic. 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 or topic.	A few paragraphs attempt to do too much or do not advance one specific claim. Paragraphs do not contain logical flow of information.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim or narrative topic at all.
Organization	Field notes are organized with a logical and explicit pattern. Coding is complete and accurate.	Field notes are mostly well-organized, but some paragraphs seem out of order or repetitive. Or some coding is lacking or inaccurate.	Field notes are very confusingly organized and do not reflect an overall organizational pattern. Little to no coding of the Field Notes is attempted.	Field notes are organized so confusingly that it impedes the student-author's purpose.
Style	Field notes feature varied and sophisticated sentence structure and diction.	Field notes use some repetitive diction, overly simplistic language or sentence structures but mostly maintain a professional and objective tone.	Field notes occasionally lapse into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Grammar	Field notes are free from	A few surface errors but none	Repeated surface errors.	No sign of editing or revision.

	typographical errors as well as spelling and grammar mistakes.	so consistent that they obscure the student-observer's meaning.		
Total: /80				

Unit Project: Ethnography Presentation (3 min. presentation, approx. 400-600 words; explication of research, 1,000-1,200 words; presentation slide image)

Congratulations! You've been accepted to present at our miniature ethnography conference! Now that you've become familiar with the ongoing scholarly conversation around your selected subculture and that you've conducted your own primary research in the field, it's time to present your findings. Synthesize the information from your two feeders into an ethnographic study of your selected subculture or cultural phenomenon, a study that you will present in the style of a miniature academic conference presentation on Tues. Oct. 18.

Part of your grade will rely on your ability to effectively and appropriately present your findings in the context of an oral presentation with an engaging visual aid (a single static slide). Part of your grade will also rely on your responsible engagement with the work of your fellow presenters via questions during our interactive presentations.

In order to make our conference more interactive and engaging (and because we do not have enough class time for everyone to deliver a full presentation on their research), we will be following the criteria of the "3-Minute Thesis" Competition. For these reasons, your presentations will be mini presentations, three minutes in length (approximately 400-600 words) in which you state your topic, your research question, a few notable insights from your field observations, your conclusion (the answer to your research question), and the larger implication of these findings, including potential next steps. Your presentation should be accompanied by a single static image slide that supplements the content of your presentation and is, at least once, directly referenced in your presentation.

Organizers of an academic conference often publish a special collection of the "findings," "notes," or "proceedings" from that conference to allow the work of the conference presenters to be more widely shared with other members of the scholarly discourse, beyond just the people who physically attended the scholar's presentation. These often take the form of extended, polished versions of the speaker's notes or script. We will take a similar approach. In addition to delivering your presentation in class on Tues. Oct. 18, you will each contribute a formal, polished written version of your script to a post on the course website to provide future scholars access to your work. You will accompany this with an Explication of Research: an extended version of your presentation script that more thoroughly explores your topic, findings, etc. This expanded version should be 1,000-1,200 words. You will also design a single, static slide to serve as a visual aid for your presentation; you will be required to include in your post a high-resolution image file of your slide. All of these presentation materials are due for a grade via a post on the course website by 11:59pm on Mon. Oct. 24.

To clarify, the presentation you deliver in class should be no more than three minutes in length; that is a "hard" limit. You should aim to conclude your presentation just before the three-minute mark. No one will signal this time for you; you should read off of a hard copy of your script but should be well-rehearsed enough (and can reference your own timer while presenting) to make sure you stay on track in terms of time.

Your visual aid should be a single static slide; it can contain multiple graphics or images, but it should all be contained on a single slide. Regarding your Explication of Research, it will be highly unlikely for you to successfully communicate your content in less than 1,000 words, so your Explication should be at least 1,000 words long; however, your Explication can go beyond 1,200 words in length as long as you don't unreasonably exceed that length.

In class on Tues. Oct. 18, one working group will divide to set up in stations around the classroom; at each station, one student from that group will stand beside their laptop showcasing their static slide. The other working groups will rotate with their group members around the room, from one station to the next, spending three minutes and forty seconds total (3:40) at each station. (I will tag along with a group to evaluate the presentations as well.) When a group approaches your station, greet them and deliver your mini presentation of three minutes. The remaining forty seconds will serve as a mini question-and-answer session during which your audience should ask questions relevant to the presentation you just delivered. At the end of the three minutes and forty seconds (3:40), groups will move to the next station to hear the next presentation. This means that each presenter will deliver their presentation and answer questions multiple times (two to three, depending on the size of our roster and thus how many working groups we have in this class). After the groups serving as mobile audiences have completed their cycle around the room, we will begin again with a new working group delivering their presentations. Come to class that day prepared to present your content, answer questions, listen to the presentations of your peers, and pose relevant, productive questions yourself.

How to Start:
Use all of the feedback you've received so far to guide your work moving forward; synthesize your primary and secondary research (and all feedback you've been given) to create a thorough ethnographic study that addresses and attempts to answer your research question. You'll want to integrate some (or all) of your research from Feeder 2.1, as well as any useful information gleaned from any primary research you've conducted. If necessary, continue doing secondary or primary research to integrate more outside information.

Write your Explication of Research first. This should be an essay of between 1,000 and 1,200 words. Again, it should be a minimum of 1,000 words but can exceed 1,200 words as long as you don't unreasonably exceed that limit. Successful Explications of Research will include:
- Title: A descriptive title that engages an audience while also suggesting the overall content you'll be discussing.
- Preface: Very briefly sets up your connection to or interest in a particular subculture or location and very briefly introduces the reader to that subculture or location. What prior connections to or interest in this topic did you have? What assumptions did you have? What did you expect to learn or confirm? **What is your research question?**

- Background Information: Integrates secondary source material to contextualize the topic of study both specifically and in a broader sense beyond the immediate UNC-Chapel Hill area. In other words, you should provide the background information on your selected subculture or cultural phenomenon so that the reader can better understand your topic. Specifically, try to use this background information to better contextualize the observational field notes in your next section. If you're discussing a Greek organization on campus, for instance, your scholarly sources might discuss Greek culture on large public universities. Another source might be the webpage for that chapter at UNC and provide background information on that particular chapter. Alternatively, you might examine the historical information regarding a particular dining area on campus and also discuss the anthropological significance of communal eating for human societies. Provide all relevant information to help your reader better understand this organization, population, site, or subject before you begin describing your observations and findings. (Ideally, Feeder 2.1 laid the groundwork for this section for you already.)
- Observational Data and Analysis: Use the notes from your preliminary observation (optional) and, especially, your expanded field notes from your two actual observations to walk your reader through your observational experience. You don't have to list every single moment or detail. Craft the events of your observation into a kind of narrative, describing events and analyzing them in a way that addresses the answer to your research question. (You have to walk a fine line here because you need to be truthful but at the same time concise. You can't just omit important aspects of your observation because it doesn't fit into your question. However, you can gloss over some details or sum them up quickly if they're not particularly relevant.) This section should provide details from observations, integrating sensory details, quotes, and other concrete examples to narrate and analyze your observational experience, **especially information relevant to your research question.**
- Conclusion: This section describes your new insights in reaction to your observation experience, **specifically answering your research question and touching on larger implications of your research:** What conclusions do you draw personally from these observations and interactions, especially regarding your research question? Additionally, you should attempt to address some or all of the following questions: Were your initial assumptions confirmed or challenged? What new insights did you gain? What aspects of your observation surprised you? How did your original research question fail to address certain things you learned or observed? What would you like to know more about regarding this cultural phenomenon? If you had the chance, what other questions or observations would you conduct to learn more? (Although it's vital to be transparent about the limitations of your study, you are still expected to come up with some larger conclusion/take-away from your primary/secondary research; it's not sufficient to simply shrug and say that your research is inconclusive.)
- References: List all of your secondary sources (scholarly and otherwise) in a list titled "References" at the end of your paper. All citations should be in APA 7th edition citation format. You won't read your References list during your presentation, but this list needs to be included in the transcript you post. This list

should include any sources you cite in your script as well as any source listed in your Explication of Research. (This References list serves as a bibliography for both.)

- You won't explicitly signal each of these shifts from section to section while delivering your conference presentation, but the script/transcript you post should clearly indicate where each section ends/begins with something as simple as a section header.
- If there are visuals, charts, graphs, or other images, etc. that you plan to incorporate into your presentation via slides, you should also integrate these images into the script of your presentation for the benefit of any outside audiences. Please make sure that the inclusion of any such images are properly cited if they come from any outside sources.
  - 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, etc. you include in your post or presentation.

Presentation Script:
A typical conference presentation is between fifteen and twenty minutes long. The "3-Minute Thesis" Competition calls for presentations of absolutely no more than three minutes. Because our time is limited, I am limiting your actual presentation to three minutes, which translates to *roughly* 400-600 words. This abbreviated format should allow you to practice your editing and condensing skills.

Once your Explication of Research is done, make a copy and condense this copy down to a presentation script of about 400-600 words, short enough for you to deliver a three-minute in-class presentation. This will allow you to practice your skills at condensing and editing text, but it should also get you thinking about how we write differently depending on if something is designed primarily to be read to oneself or heard aloud. Your Explication of Research is an essay designed to be read by an individual to themselves; your presentation script (even though it will eventually be posted to the course website) should be designed to be heard aloud as a presentation.

Again, three minutes translates to *about 400-600 words*, although you should practice reading your presentation aloud with your own timer to adjust as necessary as you compose and in preparation to deliver your presentation. Your time (and thus the length of your written script) will depend upon the specific content you present and the style of your writing and your delivery. Because this assignment is designed to emulate a conference presentation, in which time is extremely limited, a presentation length that is significantly more or less than three minutes will result in a rapid reduction of points on your grade. You should aim to finish right at the three-minute mark.

Remember that you are writing a script for a presentation rather than a typical paper. Your language should still be polished and formal, but keep in mind that you will ultimately be reading/reciting this aloud. Your script should contain necessary in-text citations even though you won't read those out loud while presenting; because you won't read those in-text citations out loud, your actual writing will need to make it especially clear when you are referencing the work or ideas of an outside source. In class, we will discuss tips for oral

communication and presentations; for more information on writing, delivering, and recording presentations, see "Oral Communication and Presentations – Best Practices," which contains tips and other resources, etc. (Sakai>Resources>Helpful Handouts and Resources).

Your script should include the most important elements from your Explication of Research. Ultimately, you will have to decide which elements can be condensed or removed altogether, but in general, you should be sure to state: your topic, your research question, a few notable insights from your field observations, your conclusion (the answer to your research question), and the larger implication of these findings, including potential next steps. At least once in your script, you should refer to some element of your presentation slide. You won't cover every bit of information from your Explication of Research, but you should provide enough information for someone to get the general idea about your research and to intrigue them to want to learn more.

You should rehearse your presentation multiple times with your own timer in advance and should be comfortable and familiar with your presentation script; ideally, you should have it memorized. You are allowed to reference notecards or some other hard copy of your script during your presentation, but nothing else. Referring to a phone or other electronic device would be distracting in this context. Your delivery should be poised and polished; you don't have time to try to think of your next words on the spot, to ad lib, etc.

We will discuss tips for oral communication and presentations in class, but for more information, see "Oral Communication and Presentations – Best Practices," (Sakai>Resources>Helpful Handouts and Resources), which also includes various tips from the [UNC Writing Center](#), the [UNC Office of Undergraduate Research (OUR)](#), etc.

This abbreviated presentation format should allow you to practice your editing and condensing skills. All of the vital portions of your primary and secondary research should be included in your oral presentation. Every aspect of a traditional ethnographic paper (Preface, Background Information, Observational Data and Analysis, Conclusion, References) should be included, but make sure to ultimately prioritize your own primary research and your findings/conclusions.

Presentation Slide:
In addition to preparing a written script, you should create a single, static slide to serve as an engaging visual aid to illustrate and supplement your presentation content. You can use any presentation software of your choice, such as PowerPoint, [Google Slides](#), [Prezi](#), or even a presentation page on [Adobe Spark](#), but other options are welcome. Regarding PowerPoint, all members of the UNC community can sign up for free access to Microsoft Office 365 (which includes PowerPoint) at https://office.unc.edu/. Remember that you should only use a single image file or slide as your visual aid.

Think carefully about visual literacy and multimedia composition as you consider which elements to include and to emphasize and how your will arrange various visual/textual/graphical elements on your single slide. Your slide might include just a single image or infographic, but it's more likely that you will include a few elements in one. This

should be more than decorative; it should supplement or illustrate your points. You should refer to the slide directly at least once in your presentation.

On your post on the course website, an image of your slide will be accompanied by a full References list for any images, data visualizations, etc. incorporated into the presentation slide. (See "How to Cite Images, Visuals, Data Visualizations, etc." on Sakai at Resources>Helpful Handouts and Resources.)

<u>**Submitting Your Unit 2 Project**</u>:
Successful presentation materials will display considerable investment in the revision process and will be clearly written and logically organized. The presentations should be well-rehearsed and poised and should be three minutes in length. Presenters should also be poised and prepared as they answer questions from their audience. Remember that your grade will also depend on your role as an engaged, respectful audience member during the presentations of your peers.

Come to class on Tues. Oct. 18 prepared to deliver your presentation and to be an attentive, engaged audience member for the presentations of your peers. Be prepared to listen to those presentations and ask relevant, productive questions in response.

By 11:59pm on Mon. Oct. 24, you should post to the course website a single post that contains (in this order) the following: an image of your presentation slide, a References list for all content in that slide, the script of your presentation from Tues. Oct. 18, your Explication of Research, and a complete References list for your Explication of Research (again, all in one single post).

Please remember that part of your grade will rely on your ability to effectively and appropriately present your findings in the context of an oral presentation with an engaging visual aid (a single static slide). Part of your grade will also rely on your responsible engagement with the work of your fellow presenters via questions during our interactive presentations.

The posted script of your ethnography presentations will be divided into several sections, each of which should be clearly indicated with a section heading (and your Explications of Research should be similarly organized): Preface, Background Information, Observational Data and Analysis, Conclusion, and References.

So here's what you should post by 11:59pm on Mon. Oct. 24:
1. Descriptive, engaging title for your post
2. Presentation Slide
    a. Complete References list (APA 7th edition citation format) for all content appearing in that slide
3. Presentation Script
    a. Preface
    b. Background Information
    c. Observational Data and Analysis
    d. Conclusion
4. Explication of Research

       a. Preface
       b. Background Information
       c. Observational Data and Analysis
       d. Conclusion
5. References (APA 7th edition citation format bibliography for all secondary sources cited within the above Presentation Script and/or within the above Explication of Research)
6. Citation for your post's Featured Image

<u>Timeline for Unit Project:</u>
Your rough draft of your presentation materials is due Wed. Oct. 12 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Thurs. Oct. 13. This should, at the very least, include a rough draft of your Explication of Research. The file name for this document should be "[Your last name]_UP2 Explication Rough Draft." Ideally, you'll also be able to submit a rough draft of your presentation script ("[Your last name]_UP2 Script Rough Draft") and/or a rough draft of your presentation slide ("[Your last name]_UP2 Slide Rough Draft"). These drafts do not have to be entirely complete, but they should be as close to complete as possible for you to maximize the benefits from the workshop in class and to maximize your time to finalize and rehearse your presentation.

Based on your workshop experience, revise and complete your presentation script (and any other presentation materials such as your single, static slide) in to a separate, final draft. Come to class on Tues. Oct. 18 with a hard-copy version of this presentation script and a final electronic copy of your presentation slide, prepared to deliver your UP2 presentation in class. Save this draft (script and slide) to submit via the course website as part of a larger post by 11:59pm on Mon. Oct. 24.

In addition to your complete and accurate presentation script, your post for UP2 must also include your full Explication of Research (a longer, more thorough interrogation to answer your RQ), as well as a high-resolution image file of your static image slide for your presentation.

All of your presentation materials are due by 11:59pm on Mon. Oct. 24. These materials **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 script will be considered late.**

Please remember that part of your grade will rely on your effective delivery of this presentation. This means you will need to complete your presentation script early enough to allow you adequate time to rehearse your final script prior to your delivery of your presentation on Tues. Oct. 18 and to ensure that you can comfortably and effectively deliver this presentation in the allotted time (which will be a part of your grade). Again, see "Oral Communication and Presentation – Best Practices" (Sakai>Resources>Helpful Handouts and Resources).

Although you should rehearse your presentation multiple times in advance and should be comfortable and familiar with your presentation script, **you are not expected to recite your**

presentation from memory. You may read from your script in any hard-copy format you wish. Remember that each presentation requires a single static image slide, which should be referenced directly at least once during the presentation and must be included in your post to the course website.

When delivering your presentation, remember that your audience will not necessarily know the descriptive title of your presentation, so you may want to begin with something as simple as, "Hello. My name is [your name], and the title of my presentation is [your presentation title]."

All elements of your presentation materials are due by 11:59pm on Wed. Oct. 24. They should appear in your post on [the course website]() in the following order:
- A Featured Image for your post.
- The title of your post should be the (engaging, descriptive) title of your presentation.
- An embedded image of your presentation slide.
- A full References list (APA 7th edition) for any content appearing in your presentation slide.
- The final, polished draft of your presentation script.
  - There are many reasons I'm requiring you to provide a script of your presentation in advance. It will serve as a reference for me while grading, and it also makes your work accessible to those who cannot watch or hear the video of your actual presentation.
- The final, polished draft of your Explication of Research, ending with a complete References list. (Anything that would need to be cited within your script will also appear in your Explication of Research and will be cited there, so this References list kind of serves as a bibliography for both.)
- Skip a few lines and provide the citation for your 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 UP2]() on our course website.

Remember, this timeline means you will need to complete your script early enough to give you time to practice/time yourself presenting it so you can make sure that your presentation will be poised but also that it will be the appropriate length. Once your script is finalized, you may also need time to prepare notecards or some other hard-copy script to reference while you present. Again, remember our discussion of oral communication and see "Oral Communication and Presentations – Best Practices" (Sakai>Resources>Helpful Handouts and Resources).

In class on Tues. Oct. 18, each student will deliver their presentation and answer relevant questions.
- **Failure to attend class to deliver your presentation in person will result in SEVERE grade penalties for your unit project unless you have worked out accommodations with me in advance.**
- **All students are expected to be attentive and respectful to their peers as they present; failure to do so will result in SEVERE grade penalties for your unit project. You should take notes on the presentations of your peers so you are**

prepared for the brief Q&A session that will follow and so that you can learn from their material, research, and process. Bring paper and writing utensils to class that day.

Technical Info:
For technical information on how to access and log into the course website; how to compose, edit, and publish a post; how to post a video to YouTube or Vimeo; or how to upload/embed a video, etc., see the document "Instructions for Posting to the Course Website" on Sakai at Resources>Course Website Resources.

Come to class on Tues. Oct. 18 prepared to deliver your presentation and to engage with your peers in thoughtful Q&A regarding their work. Part of your UP2 grade will rely on your thoughtful engagement with their presentations. Your script should be a hard copy such as sheets of paper or notecards; you do not need to turn these in. Come to class with a charged laptop so you can easily display your single, static slide beside you while presenting.

All of your presentation materials must be published as a post to the course website by 11:59pm on Mon. Oct. 24:
- You will probably need to first convert your slide into an image file. Then embed that image into your post. Adjust the size so it is appropriate for your post; follow the image with a References list for all content appearing in your slide. Below that, copy and paste your presentation script, followed by your Explication of Research with its References list (in APA 7th edition format). If any citations contain urls, activate those urls as hyperlinks for our website visitors.
- 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. (The citation for your Featured Image should always be the final element of your post, below and separate from your bibliography.)
  - 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, etc. you include in your post or presentation.
- Add tags for your post that are relevant to your post's content and/or genre.
- Categorize your post as "Social Sciences: Ethnography Presentations," 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. Adjust and update as needed prior to the deadline.
- 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."

Grading Rubric for Unit Project 2: Ethnography Presentation
The final grade for UP2 will be worth 15% of the student's final course grade.

	10	7	4	1
Explication of Research: Preface and Research Question	Preface briefly signals the student's interest in a specific subculture, their prior expectations, assumptions, and goals, leading to a research question. This research question is appropriately phrased, open-ended, has a debatable answer, and expands on prior knowledge, attempting to contribute to the scholarly discourse on this topic.	Preface inadequately addresses student's prior goals or assumptions. Or the research question poses an intriguing question with a debatable answer but does so in confusing or unclear language.	Preface is severely lacking. Or the research question makes more of an observation rather than a debatable claim or question.	Explication lacks either a preface and/or a guiding research question, or the research question is totally unintelligible.
Explication of Research: Background Information	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 skillfully integrates this material to contextualize their chosen subculture.	Sources are mostly paraphrased and summarized well, as is the inclusion of quotations. Student attempts to provide some context for their chosen subculture.	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 do not adequately provide context for the chosen subculture.	Sources are pulled in as lengthy direct quotes, and almost no effort is made to paraphrase or summarize them. Student does not provide enough information to understand the importance of this material to their study.
Explication of Research: Observational Data & Analysis	Studently adeptly uses a combination of details from their observational experiences, integrating sensory details, quotes, and other concrete examples to narrate and analyze their observational experiences in a way that addresses their research question.	The narrative is lacking some detail or specificity. In a few instances, more information is necessary to support its claims. Or the analysis of this narrative is lacking.	The narrative is significantly lacking in some way. Minimal or no detail is provided and/or minimal or no analysis is attempted.	Narrative contains almost no clear information or attempt at analysis, and/or the narrative is disorganized and confusing.

Explication of Research: Conclusion	Student explicitly answers their research question by using their observations and analysis to draw an overall conclusion that also gestures towards larger implications of the research and potential next steps.	Student makes some effort to answer their research question and articulate the wider implications of their findings.	Student provides very cursory concluding statements that do not appear explicitly related to their research question.	No conclusions or incomprehensible conclusions are offered.
Presentation Script	Presentation script concisely but effectively addresses the most important aspects of the presenter's research: the topic, the research question, a few notable insights from field observations, a conclusion that answers the research question and touches on the larger implication of these findings, including potential next steps. Script references the presentation slide at least once.	Presentation script is lacking some detail or specificity. In a few instances, more evidence is necessary to support the claims being made. Or minor omissions regarding vital info that should have been included.	Presentation script is significantly lacking in some way. Minimal or no evidence is provided to support claims. Major omissions regarding vital info that should have been included.	Presentation script contains almost no credible information drawn from scholarly sources or field notes; it is disorganized and confusing.
Presentation Delivery	Presentation (and responses during Q&A) is well-rehearsed, poised, and delivered in a professional, articulated manner within the appropriate time frame. Presenter varies their tone and speed, maintains eye contact, and is engaging and confident.	Presentation is well-rehearsed and mostly poised. Presenter occasionally spends too much time looking down or speaking too quickly/quietly. Minor issues with duration of presentation.	Presentation does not feel adequately prepared. Presenter fails to maintain eye contact or appropriate speed or volume. Major issues with duration of presentation.	No sign that the presenter has rehearsed the presentation.
Presentation Slide	Presentation slide is well organized, carefully designed, and uses visuals, graphics, etc. to supplement and illustrate presenter's points. The content is appropriate, useful, and directly referenced in the presentation.	Presentation slide is mostly well organized and well designed, but some aspects are lacking, not entirely useful, or not directly referenced.	Presentation slide is overwhelming, distracting, inappropriate, or irrelevant to the presentation.	Presentation lacks any meaningful visual aid to supplement or illustrate presenter's points.

Paragraph Structure	Paragraphs (in the presentation script and Explication of Research) contain an analytical topic sentence that makes one central claim 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. Paragraphs do not contain logical flow of information.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim at all.
Organization	Presentation and Explication of Research are both organized with a logical and explicit pattern.	Materials are mostly well-organized, but some paragraphs seem out of order or repetitive.	Materials are very confusingly organized and does not reflect an overall organizational pattern.	Materials are organized so confusingly that it impedes the student-author's purpose.
Style	Presentation and Explication of Research both feature varied and sophisticated sentence structure and diction. The writing is styled appropriately according to its primary function as an oral script vs. a written explication.	Materials use some repetitive diction, simplistic language or sentence structures but mostly maintains a professional and objective tone.	Materials occasionally lapse into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Citations	A coherent citation system (APA 7th edition) is used consistently throughout; References lists are complete and formatted accurately.	A citation system is systematically used with some lapses in providing required bibliographical information; References lists do not include all sources.	It is very difficult to tell if a single citation style has been adopted throughout. Citations are erratic, and/or References lists are incomplete.	No effort at citing sources accurately and consistently is made.
Grammar	All materials are free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the intended meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /120 =				