

## ENGL 105i – Unit 2

### Writing in the Social Health Sciences: Health Justice Conference Presentation

Genre	Audience	Role	Purpose	Rhetorical Situation
Health justice conference presentation	Stakeholders in medicine and health who attend the conference or who may visit your online profile to watch your conference presentation in the future	Public health specialist in North Carolina	To inform conference attendees (and future stakeholders) about the causes, nuances, results, and potential solutions of a specific health or medical inequity affecting North Carolina by sharing the results of your research in a concise and effective manner	You are a public health specialist interested in current or recent disparities or inequities in one specific area of healthcare, medicine, etc. in North Carolina. You wish to share your research at UNC's Paul A. Godley Health Equity Symposium.

#### Overview

For our second unit, we will move beyond a purely biomedical approach toward health and consider the social determinants of health for a timely exploration of the ways in which health and medicine are unjustly distributed, accessible, etc. for particular populations. You will take on the role of a public health specialist interested in understanding, exposing, and addressing a current or recent problem, disparity, inequity, or other challenge regarding health justice in North Carolina. You will conduct secondary research and (if applicable) primary research on your topic in the context of North Carolina. (If you are taking this class from a distance, you can choose another state/region based on your current location.) You will eventually present your research in the form of an academic conference presentation. We will use UNC's [Paul A. Godley Health Equity Symposium](#) as a model to guide you in choosing your topics, crafting your proposal, and conducting and presenting your research.

In this unit, you will enter the scholarly discourse around your chosen topic of inquiry, generating a unique research question, conducting secondary (and possibly primary) research, and synthesizing that research 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 both academic and professional discourse communities, both as presenters and as audience members, while also allowing you to learn and practice best techniques for oral communication and presentations.

Because of the ongoing COVID-19 pandemic, many professional and academic conferences are currently taking place through a virtual format, and so we will take a similar approach. Unfortunately, we do not have time for everyone to deliver their presentations in real-time over Zoom. Instead, you will deliver your presentation in the form of a pre-recorded video.

Note that for all of our work in Unit 2, we will be using American Psychological Association (APA) 7<sup>th</sup> edition citation format, the format most commonly used in the Social Sciences and

in the Social Health 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 7<sup>th</sup> 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 address your research question. You will develop a solid research question and then conduct thorough secondary research in an attempt to answer that research question. Feeder 2.1 is worth 5% of your final course grade.

- Thurs. Feb. 25: Choose UP2 Topics in class
- Tues. March 2: UP2 Tentative RQ due by 12:00pm (Sakai forum post)
- Thurs. March 4: Feeder 2.1 Rough Draft due by 12:00pm (Sakai forum post)
- Tues. March 9: Feeder 2.1 Final Draft due for a grade by 12:00pm (Sakai>Assignments)

**Feeder 2.2 is a Presentation Proposal.** In order to present at a conference, you must first submit a proposal to the conference organizers and be accepted to present. You will use your research from Feeder 2.1 to develop an outline for your presentation, which you will use to compose a presentation abstract and other key elements for your proposal. Feeder 2.2 is worth 5% of your final course grade.

- Tues. March 16: Feeder 2.2 Rough Draft due by 12:00pm (Sakai forum post)
- Thurs. March 18: Feeder 2.2 Final Draft due for a grade by 12:00pm (Sakai>Assignments)

**Unit Project 2 is a Health Justice Conference Presentation** lasting between five and six minutes in which you synthesize your research to address your topic and answer your research question. You will post the script of your presentation in advance, with a complete References list. You will then record a video of yourself delivering this presentation. Both the transcript and video 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.

- Thurs. March 25: UP2 Draft 1 due by 12:00pm (Sakai forum post)
- Tues. March 30: UP2 Draft 2 due by 12:00pm (Sakai forum post)
- Thurs. April 1: UP2 Final Draft script due for a grade by 12:00pm (post to the course website)
- Sat. April 3: UP2 Final Draft video presentation due for a grade by 12:00pm (embed video into your UP2 course website post above your script)

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 2.1: Annotated Bibliography (at least 4-5 sources total)**

**First, let's think about the conference at which you wish to present.** We will use UNC's [Paul A. Godley Health Equity Symposium](#) as a model to guide you in choosing your topics, crafting your proposal, and conducting and presenting your research. The following is their call-for-papers (CFP) from last year's conference:

The UNC School of Medicine, the UNC Lineberger Comprehensive Cancer Center, and the UNC Center for Health Equity Research are hosting the Inaugural Paul A. Godley Health Equity Symposium on March 5, 2020 to bring together faculty, staff, students, and the community to highlight and encourage health equity research, promote collaboration and networking, and encourage strategic planning and partnerships at the UNC School of Medicine.... We invite research abstract submissions from UNC faculty, staff, and students advancing health equity in our North Carolina communities. Proposals should be focused on research on the epidemiology, diagnosis and treatment outcomes, or elimination of health disparities through community-based research.

**Step 1: Select a topic to study.** Your first task is to choose some health justice topic for your conference presentation. Think about different inequities, disparities, injustices, or challenges regarding health, medicine, etc. Consider inequities in access or inequities in treatment for specific populations. Consider such issues as stigma, misrepresentation, labor policies, immigration policies, disability/debility/accessibility, injury, specific diseases, or even social justice for healthcare workers. How does one specific social determinant of health affect one unique population in North Carolina? Alternatively, you might find it easiest to brainstorm vulnerable or underserved populations in North Carolina (races, ethnicities, sexual identities, veteran status, religious status, socioeconomic status, regional residency, etc.) and do some light research to discover specific challenges or inequities facing those populations. Your topic will be a particular challenge, inequity, etc. facing a specific population in the context of North Carolina. (Again, if you are taking this class from a distance, you can choose another state/region based on your current location.)

On Thurs. Feb. 25, we will go over our introduction to the Social Health Sciences and the Social Sciences, and we will look through this unit assignment prompt. On that day, in class, you will be asked to brainstorm, discuss, and eventually commit to your specific topic for this unit. You will be asked, in class, to post your chosen topic 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 topics and your motivations/goals in studying these topics. What do you find engaging/upsetting/significant/curious 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 on Thurs. Feb. 25 with a selected topic.**

### **Step 2: Conduct light, preliminary research and develop a research question (RQ).**

Once you have selected a topic to study, you should conduct some light, preliminary research on your topic, the kind of research you conducted for Feeder 1.1. This will get you further acquainted with your chosen topic; do some light research on the social determinant of health in which you're interested and/or the specific population you'll be discussing.

This preliminary research will allow you to generate a focused and effective research question (RQ) to guide your research and writing moving forward. Your RQ is the question you are trying to answer by conducting research and writing your presentation. You might be motivated to explore a particular inequity, expose it, and hint at potential solutions; alternatively, you might wish to focus on specific solutions for a well-documented injustice. Create a document titled “UP2 Tentative Research Question.” Your document should list:

- Your topic of study
- Your tentative research question
- A solid paragraph or two that contextualizes your RQ, sums up what you found in your preliminary research, and explains your plans moving forward in your research and writing (i.e., how are you going to answer your RQ?). (A solid paragraph is five to seven sentences.)

**Go to Sakai>Forums>Unit 2: Writing in the Social Health Sciences. Find the forum topic for Tues. March 2 and copy and paste this document into your post. This is due by 12:00pm so we can discuss your work in class on that same day.**

**Step 3: Compile and analyze secondary sources.** Now that you have a solid research question, you are prepared to actually complete your feeder assignment. In order to better understand the complexities of your research question and begin attempting to answer it, you need to conduct thorough 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 topic. Consider scholarly journal articles, monographs, and perhaps some hybrid sources such as organizational websites like the CDC, WHO, etc.

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 four or five sources; one or two of these could be hybrid sources, but the majority should be scholarly sources. None of these should be popular sources, although if you find popular sources you think could be useful, you can include them *in addition to* the four or five required sources.**

**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 the social determinant of health you’re discussing. Some sources might not specifically relate to North Carolina 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.

### Instructions for formatting your annotated bibliography:

- At the top of your annotated bibliography, briefly state your selected topic of study and the latest iteration of your research question. Then continue with your actual annotated bibliography.
- Include a full, APA 7<sup>th</sup> edition style bibliographic citation for each source. For Unit 2, we will be using APA 7<sup>th</sup> 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 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 or topic of study?
  - What is the main argument/premise/thesis of the source?
  - How will this source function in your paper? How will it help you provide background info/context and/or how will it help address or answer your RQ? How will this source uniquely contribute to your final project? How does its content and claims compare/contrast 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 presentation; **each quote should include an 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.

Depending on your selected topic and RQ, you might find it helpful to conduct some primary research as well. Examples include interviewing or conducting surveys of members of your target population, healthcare workers, or other experts or affected individuals; conducting observations of sites, locations, or events relevant to your RQ (such as patient-doctor interactions, etc.); close-reading how health/medicine is represented textually or visually by relevant organizations or institutions, etc. For tips on best practices for ethical and effective interviews and observations, see the "Quick Guide to Interviews and Observations" (Sakai>Resources>Unit 2). If you conduct interviews or observations, be safe, wear a mask, and maintain social distancing practices for your sake and for the sake of others. Additionally, interviews conducted by phone, email, Zoom, etc. are also permissible.

If you plan to incorporate any primary research into your conference presentation, include your plans for that research at the end of your annotated bibliography. You don't need to have completed that research yet; just include the plans. However, if you have actually completed any primary research, you should also include whatever progress or notes you have, including pertinent quotations from interviews, survey data, notes from observations or textual/visual analyses.

**A rough draft of your annotated bibliography is due Thurs. March 4 by 12:00pm via the appropriate forum on Sakai. This rough draft should be attached to your post as**

its own document. We will workshop this that day in class. 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 4: 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 Tues. March 9 by 12:00pm 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 topic of study.
- Clearly state the intended research question.
- Include an appropriate selection of secondary sources, appropriately and accurately cited in APA 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 and significant progress towards answering the student’s RQ.
- Include any plans for or progress from the student’s primary research (if applicable).

**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
<b>Research Question</b>	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.	Annotated bibliography lacks a guiding research question, or the research question is totally unintelligible.

<b>Source 1</b>	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.
<b>Source 2</b>	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.
<b>Source 3</b>	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.
<b>Source 4 (and 5)</b>	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.
<b>Style</b>	Annotations feature varied and sophisticated sentence structure and diction.	Annotations use some repetitive diction, overly simplistic language or sentence structures but mostly maintain a professional and objective tone.	Annotations 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.
<b>Citations</b>	A coherent citation	A citation system is	It is very difficult to tell if a single	No effort at citing sources accurately

	system (APA 7 <sup>th</sup> edition format) is used consistently throughout; citations are complete and formatted accurately.	systematically used with some lapses in providing required bibliographical information.	citation style has been adopted throughout. Citations are erratic and/or incomplete.	and consistently is made.
<b>Grammar</b>	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.
<b>Total:</b>	<b><u>/80</u></b>			

### **Feeder 2.2: Presentation Proposal**

Now that you have one narrow research question about your topic of study and you've conducted thorough research to begin answering that question, you are ready to compose a presentation proposal for your conference presentation. But what is a presentation proposal?

In order to present at a conference, you must first submit a proposal to the conference organizers and be accepted to present. You will use your research from Feeder 2.1 to develop an outline for your paper, which you will use to compose a presentation abstract and other key elements for your proposal. For any conference, you must first look at the call-for-papers (CFP) published by the conference organizers. Keep in mind the mission and research goals for the organization hosting and for the conference as a whole. Annual conferences often have a specific theme each year. Many conferences also consist of smaller panels hosted by other organizations, and those panels often have even more specific themes or topics that somehow relate to the overall conference theme that year. You should adjust your proposal to be relevant to the specific theme of the conference and/or panel to which you are submitting. Our health justice conference (and guidelines for your proposal) will be modeled after [UNC's Paul A. Godley Health Equity Symposium](#); the CFP is also posted above in the info for Feeder 2.1.

Your proposal should include your name, title, department, email address, and phone number; an engaging, descriptive title for your presentation; an abstract of no more than 300 words describing the content of your presentation; three keywords related to the content of your presentation; your brief bio (between 75 and 150 words); a statement of if and how your presentation content has been published or presented previously; and a statement



regarding any A/V requirements you might have for your presentation. See “Feeder 2.2 Sample” on Sakai at Resources>Unit 2.

The most important part of your proposal is the abstract for your presentation. Many published articles begin with an abstract. According to “[Anatomy of a Scholarly Article](#)” from the NCSU Libraries, “The **abstract** is a **brief summary** of the contents of the article, usually under 250 words. It will contain a description of the problem and problem setting; an outline of the study, experiment, or argument; and a summary of the conclusions or findings. It is provided so that readers examining the article can **decide quickly** whether the article meets their needs.”

Abstracts for conference presentations function in a similar manner, summarizing your specific topic of inquiry, the context/motivations/aims of your research, your hypothesis/RQ/thesis statement, and your findings. We will discuss these further in class, but all of these elements are significant, including the context or motivation for your work. Successful abstracts note the context, the current problem or situation, and/or the current gap in research their work will fill as well as the larger implications of their research. They should also specify which types of research you are conducting; you will all conduct secondary research, but some of you might also plan to incorporate primary research into your presentation. Your abstract should explicitly state your RQ. If you have a tentative thesis answering your RQ, you can include that as well, but you don’t have to do so. Your abstract is meant to be a summary of the presentation you plan to write and deliver, and it’s the main content that conference organizers will use to determine whether or not they will invite you to present at their conference.

To create your abstract, use Feeder 2.1 (and my feedback to you on Feeder 2.1) to write a tentative outline for your presentation. Use that outline to compose your abstract; make sure you include all of the content mentioned in the previous paragraph and refer to the samples/models we discuss in class. Remember, this is your attempt to summarize the presentation you plan to write and present, and it’s your attempt to convince the conference organizers to let you present at their conference.

An abstract is NOT the same as the introduction to your paper or presentation. In a way, it’s not even a part of your presentation; it’s more like the synopsis of an episode of a tv show that you read before watching the episode. It states the current situation or context and gives you a sense of what to expect. A lot of the same info that appears in your abstract might also appear in the introductions section of your presentation, and vice versa. By writing your abstract now, you’re laying a lot of the groundwork for your introduction and for your presentation as a whole.

Although the abstract is the most important element, don’t forget about the other elements required in your proposal, mentioned above. Most elements are quite straightforward, but you might want a bit of guidance on writing your bio. Your bio should be written in the third-person and should be between 75 and 150 words in length. It should state your current affiliation and area of study as well as your academic and career aspirations. Consider also including any achievements or experiences you have that are relevant to your topic or to the conference as a whole. You might also briefly include any personal connection or interest you have regarding your topic or the conference as a whole.

If you plan to incorporate any primary research into your conference presentation, you should complete that research during this time. You don't necessarily need to include your specific findings or data in your proposal, but those findings might inform or influence your abstract; also, for the sake of time management, your goal should be to complete your primary research by the time you're done with Feeder 2.2 and beginning to compose your script for UP2.

**A rough draft of your Presentation Proposal is due Tues. March 16 by 12:00pm via the appropriate Sakai forum for us to workshop in class that day. 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 Thurs. March 18 by 12:00pm 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 student's name, title, department, email address, and phone number.
- Include an engaging, descriptive title for the presentation as well as three keywords related to the content of the presentation.
- Include an abstract for the presentation that explains the specific topic of inquiry, the context/motivations/aims of your research, the specific research question of the presentation, and the student's findings. Abstracts can include a tentative thesis, but they do not have to. Abstracts should also clarify the type of research conducted (secondary and/or primary) and should gesture towards the larger implications of this research. Abstracts should exhibit the student's critical engagement with the conversation surrounding their chosen topic and their progress towards answering their RQ and should serve as a suitable summary of the student's planned presentation, a presentation that would be appropriate for a conference on health social justice.
- Include an appropriate bio of the student as well as clarification regarding if and how this content was published/presented previously and a statement regarding the student's A/V requirements for their presentation.

**Grading Rubric for Feeder 2.2: Presentation Proposal**

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

	10	7	4	1
<b>Research Question</b>	Abstract includes a research question that is appropriately	Abstract includes a research	Abstract includes a research	Abstract does not include a

	phrased, open-ended, has a debatable answer, and expands on prior knowledge, attempting to contribute to the scholarly discourse on this topic.	question that poses an intriguing question with a debatable answer but does so in confusing or unclear language.	question that makes more of an observation rather than a debatable claim or question.	guiding research question, or the research question is totally unintelligible.
<b>Abstract (worth double: 20, 14, 8, or 2 points)</b>	In addition to containing the RQ, the abstract also clearly explains the context, motivations, and aims of the presentation, the type of research conducted, some sense of the student's findings, and the larger implications of this research.	Abstract is lacking some detail or specificity. In a few instances, more evidence, info, or detail is necessary to support its claims or summarize the presentation.	Abstract is significantly lacking in some way. Minimal or no evidence or information is provided to support claims or summarize the presentation.	Abstract contains almost no useful information to help summarize the presentation.
<b>Abstract Organization</b>	Abstract is organized with a logical and explicit pattern that is easy to follow.	Abstract is mostly well-organized, but some sections seem out of order or are repetitive.	Abstract is very confusingly organized and does not reflect an overall organizational pattern.	Abstract is organized so confusingly that it impedes the student-author's purpose.
<b>Student Bio</b>	Student bio appropriately sums up the student's background, aspirations, and connection to the topic at hand in an appropriate manner and length.	Some information is lacking or confusing.	The response is cursory at best and does not provide enough information about the student-author.	Little to no useful or relevant information is provided about the student-author.

<b>Style</b>	Abstract and bio feature varied and sophisticated sentence structure and diction.	Abstract and bio use some repetitive diction, overly simplistic language or sentence structures but mostly maintain a professional and objective tone.	Abstract and bio occasionally lapse into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow.	Abstract and bio include major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
<b>Other Required Elements</b>	Proposal contains all other required elements including student's information, presentation title and keywords, prior publication or presentation info, and A/V requirements.	Proposal contains all other required elements, but some are unclear, confusing, or slightly incomplete.	Proposal is significantly lacking in the other required elements.	Proposal lacks almost all other required elements.
<b>Proposal Organization</b>	Proposal is organized with a logical and explicit pattern that is easy to follow.	Proposal is mostly well-organized, but some sections seem out of order or are unclearly marked or labeled.	Proposal is very confusingly organized and does not reflect an overall organizational pattern.	Proposal is organized so confusingly that it impedes the student-author's purpose.
<b>Grammar</b>	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.
<b>Total: /90</b>				

## **Unit Project 2: Health Justice Conference Presentation (5-6 min. ≈ 1,000-1,200 words)**

Congratulations! You've been accepted to present at our virtual health justice conference! Now it's time to write your presentation script, a script you will post to the course website by 12:00pm on Thurs. April 1. You will also record yourself delivering this presentation and add that video to your initial post no later than 12:00pm on Sat. April 3. The final product posted to the course website will consist of the embedded video recording of your presentation followed by the script/transcript you will have already posted. 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.

Use all of the feedback you've received so far to guide your work moving forward. Use your outline and abstract from Feeder 2.2 and begin composing your presentation script. 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.

The purpose of your presentation is to either:

- Expose a recent particular challenge, injustice, or inequity related to health and medicine in North Carolina (the causes, nuances, and results/implications) and then conclude by gesturing towards potential solutions and their implications. Your thesis would basically state that there is a problem, and it's important, and we should do something about it. OR
- Discuss an already well-known recent challenge, injustice, or inequity related to health or medicine in North Carolina and then focus most of your paper on potential solutions to such a problem and the challenges and implications of those solutions. Your thesis would basically state that this problem needs to be solved/ameliorated and can be through the following means.

A typical conference presentation is between fifteen and twenty minutes long. The [Paul A. Godley Health Equity Symposium](#) calls for presentations of fifteen minutes. Because our time is limited, I am limiting your presentations to between five and six minutes. This abbreviated format should allow you to practice your editing and condensing skills. Part of your grade will rely on your ability to effectively and appropriately present your findings in the context of an oral presentation. Each presentation should be no less than five and no more than six minutes long. Ideally, you should aim to conclude your presentation just before the six-minute-mark. This translates to about 1,000 to 1,200 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 more or less than this amount will result in a rapid reduction of points on your grade. (The grading parameters will be based on the time of your video presentation, from when you begin delivering your presentation until you finish speaking. You will not be penalized for the empty time at the beginning and end of your video before you begin speaking and after you finish speaking; just try to keep that empty time to a minimum.)

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 this aloud. Your script should contain necessary in-text citations even though you won't read those out loud while presenting. In class, we will discuss tips for oral communication and presentations and tips for recording video presentations or lectures; for more information on writing, delivering, and recording presentations, see "Oral Communication and Presentations – Best Practices," which contains tips and other resources, etc. and see "Recording a Video of Yourself Giving a Presentation or Lecture," both of which are on Sakai at Resources>Helpful Handouts and Resources.

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]."

In addition, you have the **option of incorporating static images/text slides into your presentation (via PowerPoint, Google Slides, or some other similar platform)**. The inclusion of any images/slides is completely optional. Such slides/images should only be used if they provide useful visuals, graphics, or some other illustration that assists in the audience's comprehension of the speaker's points and to which the speaker directly refers during their presentation; purely decorative slides should not be used. If you wish to incorporate any slides or images into your presentation, please reach out to me for technical assistance in how to best integrate these images seamlessly into the video of your presentation. See also "Integrating Content into Your Presentation Video" (Sakai>Resources>Helpful Handouts and Resources). Any images, etc. incorporated into your presentation will have to be incorporated into the posted script of your presentation (captioned with parenthetical citations) and cited appropriately in your References list at the end of your posted script. Such images should be integrated into your script (with citations) by the deadline for your script itself, so you'll have to plan ahead.)

**Successful scripts** will display considerable investment in the revision process and will be clearly written and logically organized. They should include:

- A descriptive title that engages an audience while also suggesting the overall content you'll be discussing.
- A brief introduction that quickly states your initial interest in and assumptions regarding your topic as well as any pertinent background information necessary to contextualize your RQ/thesis. The introduction should end with a clearly stated thesis, the answer to your RQ. If you wish to first introduce your RQ and then provide your thesis, you can do so, but you don't have to explicitly include your RQ.
- An organized body that supports your thesis by integrating and synthesizing summaries, paraphrases, and quotations from your secondary and (if applicable) primary research. Remember, everything included in the body should somehow relate to your thesis.
- A conclusion that sums up your points and gestures towards future research and the larger implications of your argument.
- Any images you plan to incorporate into the video of your presentation, properly captioned with parenthetical citations and cited in your References list.

- A References list in which you cite (using APA 7<sup>th</sup> edition citation format) all sources you mention in your presentation. 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. (Remember to include in your script in-text citations or attributions to the sources you mention. You might not mention these aloud during your presentation, but your written script should include these.) Your References list should also cite any images integrated into your presentation and script.
  - 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.

**You should post the script of your presentation to the course website by 12:00pm on Thurs. April 1. You should then record a video of you delivering this presentation and post that video to the course website by 12:00pm on Sat. April 3. Your video delivery should mimic the style of the presentation of a paper at an academic conference as though the viewers were the attendees at your presentation at said conference.**

**Timeline for Unit Project:**

**Your first draft of your presentation script is due Thurs. March 25 by 12:00pm via the appropriate Sakai forum for us to workshop in class that day. The file name for this document should be “[Your last name]\_UP2 Draft 1.” 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 presentation script in to a separate, second draft. The second draft of your presentation script is due Tues. March 30 by 12:00pm via the appropriate Sakai forum for us to workshop in class that day. The file name for this document should be “[Your last name]\_UP2 Draft 2.” This draft should be a more complete draft, quite close to a finished, polished draft.**

**Based on your workshop experience, revise and complete your presentation script in to a separate, final draft. This final draft of your Unit Project script is due for a grade on Thurs. April 1 by 12:00pm 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 the completed draft of your presentation script must be published online by 12:00pm, 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.**

**Again, this means you will need to complete your script early enough to give you time to practice/time yourself presenting it so you can adjust the script before posting it to our website. If you wait to practice/time yourself until after posting, you might end up committing to a script that is too long, etc. This also means you will have to decide which images, visuals, etc. (if any) will be integrated into your presentation since you will need to integrate them into your posted script in advance.**

**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 recording of your presentation, which must be posted by 12:00pm on Sat. April 3.**

For tips on recording your own presentation video, see “Oral Communication and Presentation – Best Practices” as well as “Recording a Video of Yourself Giving a Presentation or Lecture” (Sakai>Resources>Helpful Handouts and Resources). For technical info on uploading a video online and/or embedding a video into your post on the course website, see “Instructions for Posting to the Course Website” (Sakai>Resources>Course Website 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 format you wish although you should aim to keep your script out of the frame of the camera when recording. Remember, **if you wish to incorporate visuals into your presentation, please contact me in advance for technical assistance (and remember to include them in your script when you post on April 1 and to cite them appropriately—with in-text citations and in your References list—in your written script posted to the course website).**

### **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.

You will post the script of your presentation first (due by 12:00pm, Thurs. April 1).

- Any images/slides you intend to show during your presentation should be embedded/inserted into your posted transcript (captioned with parenthetical citations) and cited accordingly in your References list.
- 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, etc. you include in your post or presentation.
- Your post should conclude with an APA 7<sup>th</sup> edition format References list. If those citations contain urls, activate those urls as hyperlinks for our website visitors.
  - Again, remember to cite any images, data visualizations, etc. that appear in your presentation and your written script.
- Add tags for your post.
- Categorize your post as “Social Health Sciences: Health Justice Conference Presentations.”
- 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 make sure your content appears correctly.
- Your post must be complete and accessible by the assignment deadline. The script is due by 12:00pm on Thurs. April 1.
  - 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.”

Eventually, you will also video record yourself delivering your presentation (due by 12:00pm, Sat. April 3).

- When you complete your final video of you delivering your presentation, open it and watch it to make sure it plays and that you’re satisfied with the content.
- Upload this video online via [YouTube](#) or [Vimeo](#). (If you upload your presentation video to YouTube, make sure you edit the viewing permissions to make your video “unlisted” to avoid being blocked because of copyright issues but to still make it accessible to the class, to me, and to anyone else who has the link to your video. If you make your video “Private” on YouTube or Vimeo, I won’t be able to watch it, which is unacceptable.)
- The title of your uploaded video on YouTube or Vimeo should be the descriptive title of your presentation.
- The caption or description of your video on YouTube or Vimeo should explain the context for your presentation video and should cite this class and the course website, complete with a hyperlink to the site and, ideally, your complete References list.
- Once the video is posted online, return to your UP2 post of your script on the course website and choose to edit the post. Then embed your video from YouTube or Vimeo into your UP2 post to accompany the script you should have already posted. Your embedded video should appear above your script, and this script will now serve as the transcript for the presentation video you just embedded into your post.
- Remember to hit “Update” near the top-right corner when you’re done. This will publish the changes you’ve made. 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 embedded video plays correctly and your transcript appears correctly.
- Your post must be complete and accessible by the assignment deadline. The complete post (embedded video followed by transcript) is due by 12:00pm on Sat. April 3.
- Again, 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.” (Another option is to keep your transcript public or ONYEN-protected

but then password-protect your video—using the class password—through Vimeo when uploading.)

**Successful presentations** will display considerable investment in the revision process and will be well-rehearsed, poised, and delivered in a professional, articulated manner within the time frame of five to six minutes.

**Grading Rubric for Unit Project 2: Health Justice Conference Presentation**

The final grade for UP2 will be worth 15% of the student’s final course grade.

	10	7	4	1
<b>Introduction</b>	Introduction clearly identifies the central question or issue under study, the speaker’s initial interest/ assumptions regarding the topic, offers helpful background or contextual information, and contains a logical progression of ideas, ending with the thesis statement.	Some information about the presentation’s central ideas is offered, but it is confusingly organized or summarized strangely.	Introduction is cursory at best and does not provide enough information for the audience to understand the significance of the thesis statement.	Presentation essay lacks introduction.
<b>Thesis Statement</b>	Thesis statement makes a strong and interesting claim regarding a recent health challenge or inequity in North Carolina and/or potential solutions; statement is well-worded, clear, and intriguing.	Thesis statement forwards an arguable claim but does so in confusing or unclear language.	Thesis statement makes more of an observation rather than a debatable claim.	Presentation lacks thesis statement, or thesis statement is totally unintelligible.
<b>Body</b>	Body includes well synthesized information drawn from sources. It is well organized and offers multiple sub-	Body is lacking some detail or specificity. In a few instances, more evidence is necessary to	Body is significantly lacking in some way. Minimal or no evidence is	Body contains almost no credible information drawn from scholarly

	claims that support the overall argument. Sources are smoothly integrated into the writing and then analyzed or discussed by the student-author.	support its claims. Or minor issues with integrating outside sources.	provided to support claims. Or major issues integrating outside sources.	sources; body is disorganized and confusing. Or sources are integrated with almost no commentary or analysis by the student-author.
<b>Paragraph Structure</b>	Paragraphs 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.
<b>Organization</b>	Presentations is organized with a logical and explicit pattern.	Presentation is mostly well-organized, but some paragraphs seem out of order or repetitive.	Presentation is very confusingly organized and does not reflect an overall organizational pattern.	Presentation is organized so confusingly that it impedes the student-author's purpose.
<b>Style</b>	Presentation features varied and sophisticated sentence structure and diction. Any visuals included are integrated appropriately.	Presentation uses some repetitive diction, simplistic language or sentence structures but mostly maintains a professional	Presentation occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.

		and objective tone.	sentences are hard to follow.	
<b>Conclusion</b>	Conclusion clearly & definitively answers the “so what”/ “who cares” questions, indicating the significance of the presentation’s argument by gesturing towards future research and the larger implications of this content.	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.
<b>Citations</b>	A coherent citation system (APA 7 <sup>th</sup> edition) 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 Works Cited is incomplete.	No effort at citing sources accurately and consistently is made.
<b>Grammar</b>	Presentation script is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors in the script but none so consistent that they obscure the intended meaning.	Repeated surface errors in the script.	No sign of editing or revision.
<b>Presentation Delivery</b>	Presentation is well-rehearsed, poised, and delivered in a professional,	Presentation is well-rehearsed and mostly poised.	Presentation does not feel adequately prepared.	No sign that the presenter has rehearsed the presentation.

	articulated manner within the time frame of five to six minutes. Presenter varies their tone and speed, maintains eye contact, and is engaging and confident. Any optional visuals or slides contain content that is appropriate, useful, and directly referenced in the presentation.	Presenter occasionally spends too much time looking down or speaking too quickly/quietly. Minor issues with visuals and/or duration of presentation.	Presenter fails to maintain eye contact or appropriate speed or volume. Major issues with visuals and/or duration of presentation.	
<b>Total:</b> /100				