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 access your conference materials 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. You will eventually present your research in the form of a miniature academic conference presentation related to health justice. 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 in a formal conference setting, while also allowing you to learn and practice best techniques for oral communication and presentations.

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 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 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 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.

- Tues. Feb. 22: Choose UP2 Topics in class (Sakai forum post)
- Wed. Feb. 23: UP2 Tentative RQ due by 11:59pm (Sakai forum post)
- Mon. Feb. 28: Feeder 2.1 Rough Draft due by 11:59pm (Sakai forum post)
- Wed. March 2: Feeder 2.1 Final Draft due for a grade by 11:59pm (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.

- Mon. March 7: Feeder 2.2 Rough Draft due by 11:59pm (Sakai forum post)
- Wed. March 9: Feeder 2.2 Final Draft due for a grade by 11:59pm (Sakai>Assignments)

Unit Project 2 is a Health Justice Conference Presentation lasting two minutes in which you synthesize your research to address your topic and answer your research question, followed by a very brief Q&A session. You will post the script of your presentation in advance along with an image of your single, static presentation slide and a longer, more comprehensive explanation of your research. You will then deliver your presentation in class. 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.

- Mon. March 21: UP2 Rough Draft due by 11:59pm (Sakai forum post)
- Wed. March 23: 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)
- Thurs. March 24: Deliver mini presentations in class

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 their 2020 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.

On Tues. Feb. 22, 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 assumptions 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 Tues. Feb. 22 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 Wed. Feb. 23 and copy and paste this document into your post. This is due by 11:59pm so we can discuss your work in class on Thurs. Feb. 24.

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 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 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 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.

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 Mon. Feb. 28 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. March 1. 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 Wed. March 2 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 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
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.	Annotated bibliography lacks a guiding research question, or the research question is totally unintelligible.
Source 1	Annotation is complete,	Some information is	The response is cursory at best and does not provide	Little to no response to the questions.

	accurate, and appropriate.	lacking or inaccurate.	enough information for the reader to understand.	
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 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.
Citations	A coherent citation system (APA 7th edition format) is used consistently throughout; citations are complete and	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.

	formatted accurately.			
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: 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. <u>Your abstract should explicitly state your RQ</u>. 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 introduction 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 Mon. March 7 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Tues. March 8. 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 into a separate, final draft. This final draft of Feeder 2.2 is due for a grade on Wed. March 9 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 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
Research Question	Abstract includes a research question that is appropriately phrased, open-ended, has a debatable answer, and expands on prior knowledge, attempting to contribute to the scholarly discourse on this topic.	Abstract includes a research question that poses an intriguing question with a debatable answer but does so in confusing or unclear language.	Abstract includes a research question that makes more of an observation rather than a debatable claim or question.	Abstract does not include a guiding research question, or the research question is totally unintelligible.

Abstract (worth double: 20, 14, 8, or 2 points)	In addition to <u>containing the RQ</u>, 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.
Abstract Organization	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.
Student Bio	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.
Style	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.

Other Required Elements	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.
Proposal Organization	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.
Grammar	Proposal is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /90 =				

Unit Project 2: Health Justice Conference Presentation (2 min. presentation, approx. 400 words; explication of research, 1,000-1,200 words; presentation slide image)

Congratulations! You've been accepted to present at our health justice conference! Now it's time to write your presentation script for a presentation you will deliver in class on Thurs. March 24. 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), your presentations will be mini presentations, two minutes in length (approximately 400 words) in which you state your topic, its importance, your research question and thesis, your findings, and the larger implication of these findings, including potential next steps or solutions.

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, 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.

To clarify, the presentation you deliver in class should be no more than 2 minutes in length; that is a "hard" limit. 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 Thurs. March 24, one working group will set up in stations around the classroom; at each station, one student in that group will stand beside their laptop showcasing their static slide. The other working groups will rotate with their groups around the room, from one station to the next, spending three minutes total 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 two minutes. The remaining sixty 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, 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 (2-3 depending on the size of our roster and thus how many working groups we have in this class). After the groups have completed their cycle around the room, we will begin again with a new working group delivering their presentations. Come to class 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. 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.

<u>Write your Explication of Research first</u>. 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:

- 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.
- A References list in which you cite (using APA 7th edition citation format) all sources you mention.

<u>Presentation Script</u>:
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, <u>I am limiting your actual presentation to two minutes, which translates to *roughly* 400 words</u>. 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 words, short enough for you to deliver a two-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. 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, two minutes translates to *about 400 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, <u>a presentation length that is significantly more or less than two minutes will result in a rapid reduction of points on your grade. You should aim to finish right at the two-minute mark.</u>

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 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, its importance, your research question and thesis, your findings, and the larger implication of these findings, including potential next steps or solutions. 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 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.

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 about our discussions of visual literacy and multimedia composition from Unit 1 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.)

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 two 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.

You should post (in this order) an image of your presentation slide, a References list for all content in that slide, the script of your presentation, your Explication of Research, and a complete References list for your Explication of Research (all in one single post) to the course website **by 11:59pm on Wed. March 23. Come to class on Thurs. March 24 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.**

<u>Timeline for Unit Project:</u>
Your rough draft of your presentation materials is due Mon. March 21 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Tues. March 22. 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 Explication of Research into a separate, final draft. Do the same for your presentation script and your presentation slide. The final drafts of your Unit Project conference materials are due for a grade on Wed. March 23 by 11:59pm via the course website. Your website posts are time-stamped, and once the deadline has passed, if you go back and revise, your presentation materials 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 <u>before</u> **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.**

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 in-class presentation on Thurs. March 24.

All elements of your presentation are due by 11:59pm on Wed. March 23. 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.**
- **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 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 Thurs. March 24, 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 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; or how to upload/embed an image into your post, etc., see the document "Instructions for Posting to the Course Website" on Sakai at Resources>Course Website Resources.
- Remember that you must post all of your presentation material the night before your in-class presentation, by 11:59pm on Wed. March 23.
- 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 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 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."

Come to class on Thurs. March 24 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.

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
Explication of Research: Introduction	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 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.	Explication lacks introduction.

Explication of Research: Thesis Statement	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.	Explication lacks thesis statement, or thesis statement is totally unintelligible.
Explication of Research: Body	Body includes well synthesized information drawn from sources. It is well organized and offers multiple sub-claims that support the overall argument. Sources are smoothly integrated into the writing and then analyzed or discussed by the student-author.	Body is lacking some detail or specificity. In a few instances, more evidence is necessary to support its claims. Or minor issues with integrating outside sources.	Body is significantly lacking in some way. Minimal or no evidence is provided to support claims. Or major issues integrating outside sources.	Body contains almost no credible information drawn from scholarly sources; body is disorganized and confusing. Or sources are integrated with almost no commentary or analysis by the student-author.
Explication of Research: Conclusion	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.
Presentation Script	Presentation script concisely but effectively addresses the most important aspects of the presenter's research: the topic, its importance, the research question and thesis, the findings, and the larger implication of these findings, including potential next steps or solutions. 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; it is disorganized and confusing.
Presentation Delivery	Presentation (and responses during Q&A) is well-rehearsed,	Presentation is well-rehearsed and mostly poised.	Presentation does not feel adequately	No sign that the presenter has

	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.	Presenter occasionally spends too much time looking down or speaking too quickly/quietly. Minor issues with duration of presentation.	prepared. Presenter fails to maintain eye contact or appropriate speed or volume. Major issues with duration of presentation.	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	A citation system is systematically used with some	It is very difficult to tell if a single citation style has	No effort at citing sources accurately

	consistently throughout; References lists are complete and formatted accurately.	lapses in providing required bibliographical information; References lists do not include all sources.	been adopted throughout. Citations are erratic, and/or References lists are incomplete.	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 =				