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

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

Scenario

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

Note that for all of our work in Unit 1, we will be using Council of Science Editors (CSE), 8th edition, citation format. CSE uses a few different formatting options; we will be using Name-Year format. Your primary source of information on CSE 8th edition Name-Year citation format should be the UNC Libraries. See the following pages:

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

Feeder 1.1: Worksheet

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

The worksheet guidelines are on a separate document on Sakai (Resources>Unit 1). The document is titled "Feeder 1.1 Worksheet." The worksheet consists of seven questions. **Question #1 from the worksheet is due Wed. Jan. 15.** It's basically a list of potential topics you might want to study with explanations as to why you're interested in them. Be sure to see the worksheet for specific details.

Go to Sakai>Forums>Unit 1: Writing in the Natural Sciences. **Find the forum topic for Jan. 15 and post your selected topics (Question #1 from the Feeder 1.1 Worksheet) by 11:59pm on Wed. Jan. 15. On Thurs. Jan. 16, we will meet at the Undergraduate Library (UL) in Room 124 to meet with a research librarian so we can learn about their resources and use their databases to begin narrowing down your topic selection and begin researching your chosen topic.**

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

A rough draft of your worksheet is due Mon. Jan. 20 by 11:59pm via the appropriate forum. This rough draft should be attached to your post as its own document. We will workshop this in class on Tues. Jan. 21. The file name for this document should be "[Your last name]_1.1 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 1.1 in to a separate, final draft. This final draft of Feeder 1.1 is due for a grade on Wed. Jan. 22 by 11:59pm via the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_1.1 Final Draft."

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

Grading Rubric for Feeder 1.1: Worksheet

The final grade for Feeder 1.1 Worksheet will be worth 5% of the student's final course grade.

	10	7	4	1
Question 1	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 2	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 3	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 4	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 5	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 6	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.
Question 7	Answered completely, accurately, and appropriately.	Some information is lacking or inaccurate.	The response is cursory at best and does not provide enough information for the reader to understand.	Little to no response to the question.

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

Feeder 1.2: Proposal to Editor

Now that you have chosen and researched a specific topic, it's time to choose the specific journal article/study/experiment that will be the focus of your own popular health article. Ideally, your work on Feeder 1.1 exposed you to at least one peer-reviewed article describing a recent (no older than 2015) study or experiment related to your chosen medical or health topic. The ideal article for

your project will be a recent experimental study, although some observational studies might also work for the purposes of this assignment.

You will write a brief proposal to your editor to explain the study you are going to discuss in your own popular health article. Specific guidelines on the proposal are available on Sakai (Resources>Unit 1). The document is titled "Feeder 1.2 Guidelines."

A rough draft of your proposal is due Mon. Jan. 27 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Tues. Jan. 28. The file name for this document should be "[Your last name]_1.2 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your Feeder 1.2 in to a separate, final draft. This final draft of Feeder 1.2 is due for a grade on Wed. Jan. 29 by 11:59pm via the "Assignments" tab on Sakai. The file name for this document should be "[Your last name]_1.2 Final Draft."

Successful drafts will:
- Display considerable investment in the revision process.
- Answer all questions in a complete and accurate manner.
- Properly cite any sources in in CSE 8th edition (Name-Year format).
- Contain responses centered around a specific, recent (2015-2020), peer-reviewed article that fits the parameters of the assignment.
- Exhibit the student's critical engagement with the material in the selected article that will be the focus of their work moving forward.

<u>Grading Rubric for Feeder 1.2: Proposal to Editor</u>
The final grade for Feeder 1.2, Proposal to Editor, will be worth 5% of the student's final course grade.

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

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

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

Unit Project: Popular Health Article (750-1,200 words)

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

A rough draft of your article is due Wed. Feb. 5 by 11:59pm via the appropriate Sakai forum for us to workshop in class on Thurs. Feb. 6. The file name for this document should be "[Your last name]_UP1 Rough Draft." This draft does not have to be entirely complete, but it should be as close to complete as possible for you to maximize the benefits from the workshop in class.

Based on your workshop experience, revise and complete your article in to a separate, final draft. This final draft of your Unit Project is due for a grade on Wed. Feb. 12 by 11:59pm via the course website. This means you will need to take your final draft Word document and copy and paste it as a post on our course website. This will take time, but your completed draft must be published online by 11:59pm, so you should start this process early. Your

submissions are time-stamped, and once the deadline has passed, if you go back and revise, your article will be considered late.

How to post your article:
- Go to the course website at https://engl105sp2020.web.unc.edu/. Scroll to the bottom and look for the heading "Webmaster Login." The second option allows you to log in using your ONYEN. Once you're logged in, go to the Dashboard. Then click on "All Posts" and then "Add New."
- Copy and paste your article into the browser.
  - Note that when composing online, you indicate paragraph breaks not by indenting your paragraph but by inserting a blank line in between each paragraph.
  - Because your post is one continuous page, you will not need page numbers. Nor will you use the academic heading of your name, the course number, etc. Instead, insert the descriptive title of your article into the bar for the title of your post, and insert the text of your article directly into the text box. Your name will automatically be included in/attached to your post.
  - Because your post is one continuous page, you will not have a separate References page. Instead, at the end of the text of your article, insert a few blank lines and then begin your References list. (The word "References" should be centered.) You will not be able to use hanging indents for your bibliographic citations. Instead, insert an empty line in between each citation.
- Check your formatting to make sure everything copied over appropriately, especially if you are including tables, charts, or other visuals.
- You have the option of inserting images, but those images should be cited appropriately. You can also add hyperlinks or other media when appropriate. If possible, your References list should include appropriate hyperlinks to those sources referenced.
- Do not alter any settings for the blog or any other webpage or the site in general.
- On the right, you'll see a spot to add tags for your post. Feel free to use some already listed and/or add your own.
- On the right, you'll also see a place to choose a category for your post. Make sure you select "Natural Sciences: Popular Health Article" for your post.
- Remember to hit "Publish" near the top-right corner when you're done. Once you have published your post, I strongly encourage you to view your post as though you were any other online visitor in order to double-check the appearance of your post one last time, just in case you need to go back and edit changes before the final deadline and to ensure that your readers can fully comprehend your intended message.

Successful drafts will display considerable investment in the revision process and will be clearly focused on a specific and appropriate, recent (2015-2020), peer-reviewed experimental or observational study in the medical or health profession. Your article should include:
- A descriptive title that engages an audience while also suggesting the overall content you'll be discussing.
- The study's research question, hypothesis, and/or what the study intended to discover.
- Sufficient background information for an outside audience to become familiar with the specific topic of study and how this study is important or unique (ideally using sources you found when completing Feeder 1.1 or other useful secondary sources).

- The methods of the study, provided in a manner that is chronological, written clearly, and describes the participants and materials.
- A critique of the study methods, briefly touching on whether the design is ethical, justified, and repeatable and why.
- The potential importance of the study and its larger implications.
- Any limitations or biases in the study, as either stated by the people who conducted the study or as identified and noted by you (this could include ways in which the study could be improved in the future).
- The next steps moving forward for those who conducted the study and/or others working in the field.
- Useful outside information from at least one other peer-reviewed relevant journal article (properly cited).
- Figures and tables (optional) from the original article, all of which are appropriately numbered, labeled, placed, formatted, and cited.
- A complete References list in CSE 8th edition (Name-Year format) that cites all sources appearing in the article.

Grading Rubric for Unit Project 1: Popular Health Article
The final grade for UP1, Popular Health Article, will be worth 15% of the student's final course grade.

	10	7	4	1
Introduction	Introduction clearly identifies the central, appropriate, recent, peer-reviewed study in the medical or health profession, along with a general sense of the study's findings and its significance. Introduction contains a logical progression of ideas.	Some information about the study's findings and significance is offered, but it is confusingly organized or summarized strangely.	Introduction is cursory at best and does not provide enough information for reader to understand the significance of the study at hand.	Article lacks introduction.
Body (worth double: 20, 14, 8, or 2 points)	Body includes well synthesized information drawn from sources. It explains the basic details of the study and addresses the topic's general	Body is lacking some detail or specificity. In a few instances, more evidence or detail is necessary to support its claims.	Body is significantly lacking in some way. Minimal or no evidence or information is provided to support claims.	Body contains almost no credible information drawn from scholarly sources; body is

				disorganized and confusing.
	importance by providing background info on the topic. It also explains at length the goals and methods of the study **(including the study's research question and/or hypothesis)**, the individuals involved, the findings and their importance/larger implications, and a critique of the study itself.			
Paragraph Structure	Paragraphs contain an analytical topic sentence that makes one central claim or point and then provides evidence and analysis to support this claim. Each paragraph flows well.	Paragraphs are mostly well structured with a few slip-ups; some paragraphs either do not contain adequate flow, are missing a topic or ending sentence, or do not analyze their evidence.	A few paragraphs attempt to do too much or do not advance one specific claim or point. Paragraphs do not contain logical flow of information.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim or point at all.
Integration of Sources	Sources are excellently paraphrased and summarized and are incorporated into the writing using signals or attributions. Quotations of specific phrases, word choice, etc. are used when appropriate. Student-author analyzes this material and offers their own	Sources are mostly paraphrased and summarized well, as is the inclusion of quotations. Student-author makes some attempt to analyze this research.	Summaries and paraphrases are confusing, awkward, and do not flow well with the rest of the paragraph. Quotations are poorly integrated into the text and tend to be unnecessarily long with little comment/analysis.	Sources are pulled in as lengthy direct quotes, and almost no effort is made to paraphrase or summarize them. Student-author does not provide enough information to understand the importance of this material and

	perspective when appropriate.			offers no analysis of their own.
Organization	Article is organized with a logical and explicit pattern.	Article is mostly well-organized, but some paragraphs seem out of order or repetitive.	Article is very confusingly organized and does not reflect an overall organizational pattern.	Article is organized so confusingly that it impedes the student-author's purpose.
Style	Article features varied and sophisticated sentence structure and diction that is both engaging and accessible to a non-expert audience.	Article uses some repetitive diction, overly simplistic language or sentence structures but mostly maintains a professional and objective tone.	Article occasionally lapses into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences are hard to follow. Or the article relies too much on scientific jargon and is not accessible to a non-expert audience.	Major lapses into casual discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing.
Conclusion	Conclusion suggests possible next steps for the researchers or for other organizations or entities, reminding the audience of larger implications by suggesting what will or could happen as a result of this study.	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.
Citations	A coherent citation system (CSE 8th edition, Name-Year format) is used consistently	A citation system is systematically used with some lapses in providing	It is very difficult to tell if a single citation style has been adopted throughout.	No effort at citing sources accurately and consistently is made.

	throughout; References list is complete and formatted accurately.	required bibliographical information; References list does not include all sources cited in body of text.	Citations are erratic, and/or References list is incomplete.	
Grammar	Article is free from typographical errors as well as spelling and grammar mistakes.	A few surface errors but none so consistent that they obscure the student-author's meaning.	Repeated surface errors.	No sign of editing or revision.
Total: /100				