

QTM 540: Communication

Contact Hours: Two 1.25-hour or one 2.5-hour session weekly, plus 4.5 hours of regular, out-of-class work required as preparation for in-class work

Credit Hours: 3

Prerequisites: None

Instructor:	Xxx
Semester	Spring 20xx
Meeting Time and Place:	xxx
Office:	xxx
Office Hours:	xxx
Email/Contact:	xxx
Course Website:	xxx
TA:	xxx

DESCRIPTION

This course is a workshop in which you will practice ethically communicating complex information to a variety of audiences, ranging from the general public to professional peers. You will develop prose, speech, visuals, and gestures as you produce a variety of genres, including a science news article, a scientific poster and research report, and two presentations. A central concern in these efforts will be ensuring the transparency and reproducibility of your research, and you will develop robust project metadata by following the TIER (teaching integrity in empirical research) protocol. We will explore a variety of platforms for writing and publishing as we attend carefully to document design and the possibilities for developing stories using quantitative data.

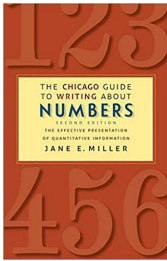
COURSE OBJECTIVES

By the end of this course, students will be able to

- Use writing to produce, interpret, analyze, and evaluate complex datasets, technical and professional documents, and visuals.
- Ethically design, produce, and deliver—in multiple modes—communication that incorporates quantitative data.
- Tailor communication about complex data to audiences with diverse educational, cultural, and linguistic backgrounds, who have varying levels of expertise.
- Create dynamic documents that enable reproducible research.
- Understand and practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection.

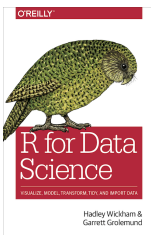
Materials

REQUIRED TEXTBOOK (for rent or purchase)

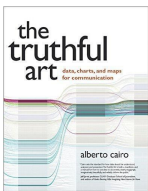


Miller, J. E. (2015). *The Chicago Guide to Writing about Numbers* (Second edition). Chicago; London: University of Chicago Press. ([Amazon link](#))

BOOKS FREE ONLINE



Wickham, H., & Grolemund, G. (2017). *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data*. Sebastopol, CA: O'Reilly Media. ([link](#))



Cairo, A. (2016). *The Truthful Art: Data, Charts, and Maps for Communication* (1 edition). Place of publication not identified: New Riders. ISBN: 978-0321934079

Available online through Woodruff Library ([link](#))

I will place other readings on [Emory Course Reserves](#).

Required Software



Free software for statistical computing and graphics. ([link](#))



Free integrated development environment (IDE) for R that includes a code editor and visualization tools. ([link](#))



Software for quickly producing interactive visualizations. I will provide you with a product key so you will have a fully licensed version of Tableau Desktop. ([link](#))

Required Software



You will publish your work from Tableau on a server dedicated to our class. ([link](#))

COURSE POLICIES

Respect for Diversity

I am firmly committed to diversity and equality in all areas of campus life. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to participate in or condone harassment or discrimination of any kind.

Class rosters are provided me with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Contact/Communication

Email is the best way to contact me if you have questions or concerns. On weekdays, I check email regularly between the hours of 8:00 am and 5:00 pm. I will generally respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account at least once every 24 hours on weekdays.

A note on email etiquette:

Professional emails constitute a genre of writing that you will be expected to master during your MS career. You should always practice professional, respectful email etiquette in our correspondences. For a quick guide on how to do just that, check out these [email etiquette rules everyone should know](#).

Attendance

This course may be somewhat different than others that you have taken in that a healthy percentage of **in-class time is dedicated to reading, annotating, writing, coding, and discussion**. All of this activity is designed to prepare you for peak performance on the major writing assignments. Attendance, therefore, is essential.

Aside from documented absences for school-related activities or religious holidays, you may miss **three** classes without incident. For every class you miss after the third, I'll lower your **course grade** by one-third of a letter (e.g., from A- to B+). Meet with me if you feel your situation warrants an exception to this rule. Keep in mind that I'll typically only consider exceptions when your request is accompanied by proper documentation (for example, from the Office of Undergraduate Education [OUE], Student Health, the Emory Counseling Center, or the Office of Accessibility Services [OAS]).

I take attendance by passing around a sign-in sheet at the beginning of class. If you are late to class, make sure you check in with me after class or during group activities to sign in.

University Closures: Short-term (one or two days). Should the university close for one or two days, you should continue to do your reading, writing, and analysis according to the weekly schedule posted in Canvas. Unless I otherwise notify you, due dates for reading and writing assignments will remain unchanged in the case of short-term closures.

University Closures: Long-term (three or more days). Should the university close for three or more days, we will hold make-up classes on the following dates. Our class attendance policy holds for sessions meeting on these days.

- Saturday, March 23 and Sunday, March 24 (for the first two missed class days)

- Saturday, April 6 and Sunday, April 7 (for the second two missed class days)

Late work

All assignments are due by the time and date specified. I will not accept late work without granting advance permission via email, and permission is not guaranteed. If we haven't come to an arrangement prior to the due date, late work will cause your grade for the assignment to decrease by one-third of a letter for each day, including weekends, the assignment is late. I make the first deduction the day after the assignment is due. Assignments submitted more than two weeks late receive a zero. Meet with me if you feel your situation warrants an exception to this rule. Keep in mind that I'll typically only consider exceptions when your request is accompanied by proper documentation (for example, from the Office of Undergraduate Education [OUE], Student Health, the Emory Counseling Center, or the Office of Accessibility Services [OAS]).

Academic Integrity

The Laney Graduate School Honor Code

(<https://gs.emory.edu/handbook/honor-conduct-grievance/honor/index.html>) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to Emory's Honor Council. You may also receive an F on the assignment(s) in question.

Electronics

We will be doing a substantial amount of work using software installed on your computer. Bring your laptop to class every day. I do reserve the right to ask you to put devices away if they become distractions and to count you absent if your use of technology distracts other students.

Public Nature of the Course

Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and feedback of others. In this course, our purpose is to come together as a writing community. Avoid writing about topics that you wish to keep private or that you feel so strongly about that you are unwilling to listen to the perspectives of others.

Revision

Revision is an integral part of the writing process. You may revise any major assignment to receive additional feedback and a different (not necessarily higher) grade. Keep in mind that I view substantive revision as a project in itself. You must file a revision plan with me and receive an okay to proceed. Otherwise, I will not accept your revision. The revision plan amounts to a paragraph or two submitted via email in which you explain how you will approach the next draft, given the previous feedback provided by your peers and me. Your plan must go beyond simply "correcting errors," which falls in the realm of editing and not revision. In short, you must propose considerable organizational, evidential, or methodological changes. **I will average the grade assigned to the revision with the grade you received on previous submissions.**

Finally, you should not be surprised if I comment about additional or different aspects of your writing when I review revisions. Each time a person reads a text she/he will notice more about its content and structure, and you should expect that I'll attend carefully to your text each time I read it. It's quite possible that your addressing issues I've noted in an earlier draft has made clear in my subsequent reading other ways you might improve your work.

Assignments not eligible for revision. DEVLs, section drafts, and daily work are not eligible for revision.

24/7 Policy. When I return a major assignment to you, I request that you read my comments about your work carefully and wait 24 hours before coming to speak with me about your grade. I have found that asking for this “cooling-off” period results in more productive discussions about graded work. Furthermore, if you wish to revise one of your submissions, you must file your revision plan within seven days of receiving feedback.

ASSIGNMENTS AND ASSESSMENT

Several of the following assignments have multiple components that contribute to your participation grade. I will provide detailed assignment sheets well in advance of due dates, and we will discuss all assignments in class. **The most up-to-date course schedule appears in Canvas. Please note that our schedule may change as the semester progresses. I will inform you of such changes in class and via Canvas.**

Assignment	Weight
Journalistic translation project	
Rhetorical methods presentation	5
Article for popular outlet	15
Insight Challenge	
Project pitch	5
Scientific poster and poster presentation	10
Research report	15
Research presentation	5
Replication documentation and review	5
Data Exploration and Visualization Labs (DEVLS)	20
Scaffolding Documents & Performances (section drafts, informal presentations, peer review, project-management documents, etc.)	15
Daily Work	5
Total	100

I will record grades in Canvas as we go, and **I will record zeros for work that I haven’t received.** Please make sure to ask me if you are worried about your standing in the class or if you believe I have made a recording error.

Assignment Briefs

Journalistic translation project (20%)

You will “translate” a scholarly article that employs quantitative methods into an article written for the general public. **Proposal.** To prepare for this translation, you will first identify a scholarly article on which you want to report. Next, you’ll pick an appropriate journalistic outlet in which to place your article. **Rhetorical analysis presentation.** Then, as a way of acquainting yourself with the writing process involved with translating a quantitative scholarly article for a lay audience, you’ll complete a mini analysis project that culminates in a 3-minute/3-slide presentation during which you’ll explain to the class how a writer from your chosen popular outlet has translated one aspect of quantitative scholarly article. **Article.** Finally, using the genre knowledge you’ve gained through the rhetorical analysis, you will write a journalistic article for the outlet.

Insight Challenge (40%)

A key project for the semester challenges you to find and interrogate quantitative data to provide insight of practical significance about a topic that’s important to you and your peers. As part of a team of two or three, you will refine your topic to a manageable scope and then try to find a question that can guide your research (Booth, Colomb, Williams, Bizup, & FitzGerald, 2016). As you engage in this refinement process, you’ll produce a

number of the written and spoken genres commonly employed by analysts and academic researchers as they shape their projects and share their findings, including a scientific poster, a research report, and an oral presentation.

Data Exploration and Visualization Labs (DEVL) (20%)

1. Getting Started
2. Wrangling – Part 1 (tidyverse)
3. Wrangling – Part 2 (tidyverse)
4. Visualizing Data – Part 1 (ggplot2)
5. Visualizing Data – Part 2 (ggplot2)
6. Reproducible Methods (R)
7. Visualizing Data – Part 3 (Tableau)
8. Visualizing Data – Part 4 (Tableau)

Scaffolding Documents & Performances (15%)

Scaffolding documents and performances are writing and speaking activities that support your work on the major assignments. These include section drafts, informal presentations, peer review activities, project-management documents.

Daily Work (5%)

You do not receive points for simply attending class, but instead for adding value to our work through writing, collaborating, and contributing to class discussion. Come to class ready to write, code, present, and collaborate. Many days, you will complete an in-class activity and upload it to Canvas for credit. Without exception, you cannot make up these activities if you are not in class.

Explanation of Letter Grades for Major Assignments

Each major assignment has a specific rubric informed by this general explanation.

- A:** An excellent response to the assignment. Demonstrates a sophisticated application of rhetorical knowledge, quantitative understanding, and writing and design techniques.
- B:** A good response to the assignment. Demonstrates an effective (but somewhat uneven) application of rhetorical knowledge, quantitative understanding, and writing and design techniques. May have minor problems that distract reader.
- C:** An average response to the assignment. Demonstrates acceptable (but uneven) application of rhetorical knowledge, quantitative understanding, and writing and design techniques. May have problems that distract reader.
- D:** A poor response to the assignment. Demonstrates poor application of one or more of the following: rhetorical knowledge, quantitative understanding, and writing and design techniques. May have significant problems that distract reader.
- F:** A failure to respond to the assignment appropriately.

Explanation of Grading for DEVLs

Each DEVL is worth 10 points. My goal is for you to receive full credit. However, I will differentiate successful efforts from those that are less successful by making the following deductions.

	Deduction	
Writing: Clarity and completeness	0.25	0.5
Writing: Conventions	0.25	0.5
Document design	0.25	0.5

Visualization design/functionality	0.25	0.5
Coding/result	0.5	1
Exercise omission or wrong exercise	NA	1

Grading Scale

Percentage	Letter	Emory Points
93.00-100	A	4.0
90.00-92.99	A-	3.7
86.00-89.99	B+	3.3
83.00-85.99	B	3.0
80.00-82.99	B-	2.7
76.00-79.99	C+	2.3
73.00-75.99	C	2.0
70.00-72.99	C-	1.7
66.00-69.99	D+	1.3
60.00-65.99	D	1.0
00.00-59.99	F	0.0

The percentages above are provided to two decimal places, which is the extent to which I round scores (i.e., in Canvas an 89.995 becomes a 90.00). Because I provide a number of opportunities for you to raise your grade through participation and revision, I do not nudge grades up at the end of the semester.

Student Success Resources

Access and Disability Resources

I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at <http://accessibility.emory.edu/students/index.html>.

Writing Center and ESL Program

Tutors in the Emory Writing Center (<http://writingcenter.emory.edu/>) and the ESL Program (<http://college.emory.edu/oue/current-students/international-students/esl-program.html#esl-tutoring>) are available to support Laney Graduate School students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and

edit their own work. Students who are non-native speakers of English are welcome to visit either the Writing Center tutors or the ESL tutors. All other students in the college should see Writing Center tutors. Learn more and make an appointment by visiting the websites of the ESL Program and the Writing Center. Please review tutoring policies before your visit.

Emory Counseling Services

Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be. <http://studenthealth.emory.edu/cs/>

COURSE SCHEDULE

Please note that our schedule may change as the semester progresses. I will inform you of such changes in class and via the schedule in Canvas.

Week 1

Day 1

Readings

None

In Class

- Comparative analysis
 - Scholarly article about Bird scooters ([Library link](#))
 - Popular translation ([web link](#))
 - Research article*
 1. Identify one definition in the introduction to the research report. Why is this definition important?
 2. For what rhetorical purpose(s) is prior research cited in the introduction to the research report?
 3. Navigate to the [Bird page](#) on Instagram. Follow the protocol documented in the methods section of the research article to review the first six photos on the page. Compare your findings with the people around you.
 - Journalistic article*
 1. Do you notice a difference about how this prior research is reported in the popular article? About where it is located in the article?
 2. What information appears in the popular article that doesn't appear in the scholarly article? Why do you think the writer includes this information?
- Discuss assignment flyer
- Discuss Canvas navigation
- Review readings for next meeting

Day 2

Readings

- Gould, "The Median Isn't Message" ([Canvas link](#))
- CG "Introduction" (pp. 1-10) ([Canvas link](#)) - Please purchase the *Chicago Guide* as soon as possible. I will only provide online access for the first two reading assignments from this text.
- Hoffman, "Science and Communication" ([reserves link](#))
- Course syllabus ([Canvas link](#))

In Class

- Syllabus questions
- Introductions - Self visualization
- Review translation proposal assignment
- Research tools: [discoverE](#) and [BrowZine](#).
- Discussion and activities: Summary, rhetorical situation, word choice ([slides](#)).

Week 2

Day 1

Readings

The readings below are the last ones from the *Chicago Guide* that I will make available online. Please purchase or rent the text.

- CG “Seven Basic Principles” (pp. 13-36) ([Canvas link](#))
- CG “Appendix A: Implementing ‘Generalization, Example, Exceptions’” (GEE) (pp. 349-358) ([Canvas link](#))

In Class

- Lab reminder and review of purpose
- Provide overview of [TIER Protocol](#) and brainstorm about qualifications for Insight Challenge
- Genre, word choice, and paragraphs about numbers ([slides](#))

Day 2

Readings

- Purugganan and Hewett, "How to Read a Scientific Article" ([web link](#))
- Allen (undergraduate researcher), "Rhetorical Situation of Scientific Paper" ([Canvas link](#))
- Kornrich and Furstenberg, “Investing in Children” --> Read the following sections: Abstract (p. 1), Introduction (pp. 1-3), Data (pp. 6-8), and Measures (pp. 8-10) ([library link](#))
- *Economist*, “A never-ending task” ([Canvas link](#))

In Class (slides: [rhetorical methods example](#), slides: [reporting one number](#))

- Translation proposal assignment
- Format and questions
- Progress sharing
- Rhetorical methods presentation
 - Assignment description and goals
 - Preparation activity
 - Identify claims made by Allen in his rhetorical analysis
 - Try and locate these attributes in Kornrich and Furstenberg, identifying structures or language you would use as evidence that such an attribute is present (or not!)
 - Consider the this example of the [slides for a rhetorical methods presentation](#) as a way into exploring how the magazine-article genre is different from the research/scholarly article.
 - Identify how the purpose and audience for the magazine article impact what information gets presented and how it is presented
- Reporting one number ([slides](#)) (time permitting)

Week 3

Day 1

Readings

- Burke, “12 Tips for Scientists Writing for the General Public” ([Canvas link](#))
- Pechenik, “Writing for a General Audience” ([Canvas link](#))

In Class

Class canceled due to inclement weather forecast.

Day 2

Readings

- CG “Choosing Effective Examples and Analogies” (pp. 191-206)
Reading exercise

For the highlighted text marked with the letters "A" through "I" in the *Guardian* article ([Canvas link](#)), mark at least one passage (or part of a figure or table) with the letter to indicate the origin of that information in the *NEJM* article linked below. Bring a printed or electronically marked up version of *NEJM* article to class. "Antiinflammatory Therapy with Canakinumab for Atherosclerotic Disease." *NEJM*. (2017). ([library link](#))

In Class

- Lab 1 feedback - Information hierarchy
- Presenting a single number ([slides](#))
- Rhetorical-methods presentation: rubric and pointers
- Getting a feel for three minutes with Dr. Ridker.[link](#)
- Translation conventions: Producing a summary relevant for the public - *Guardian*, *NEJM*, *Economist*

Week 4

Day 1

Readings

- CG "Basic Types of Quantitative Comparisons" (pp. 97-120)

In Class

- Questions about rhetorical methods presentation
- Comparing two numbers or series of numbers ([slides](#))
- Close reading activity (*Economist*) ([article link](#))
 1. Describe two techniques the writer uses to simplify and explain artificial intelligence in the first paragraph.
 2. Where does the writer begin talking about the methods used for the study? Are all the references to methods in the same paragraph?
 3. How the writer define "logistic regression"?
 4. Where does the writer begin describing the results of the study in detail (make sure you distinguish between reporting results and discussing possible interpretations)?
 5. Where does the writer begin discussing possible interpretations? What technique(s) does she/he use to establish credibility with the reader?
 6. How many external sources (including interviews) are used in this article? Place an asterisk next to them.
- Translation Article Rubric Review ([slides](#) - coherence and transitions)
- Insight Challenge team formation

Day 2

Readings

- *Team Writing*: Chapter 2 - "Project Management" ([Canvas link](#))

In Class

- Rhetorical methods presentations
- Insight Challenge team formation

Week 5

Day 1

Readings

- *Team Writing*: Chapter 4 – "Task Schedule" (pp. 40-47) ([Canvas link](#))

In Class

- Dr. Robert O'Reilly - ([link to resource page](#))

- Rhetorical methods presentations

Day 2

Readings

- CG "Causality, Statistical Significance, and Substantive Significance" (pp. 37-60)

In Class

- Rhetorical methods presentation
- Peer edit translation article ([link to peer-edit form](#))

Week 6

Day 1

Readings

- TIER Specifications ([link](#)) and Process ([link](#))
- Laerd, "Structuring quantitative research questions." Read all four steps and about each of the three types of questions: descriptive, comparative, relationship-based. ([link](#))

In Class

- Insight Challenge: Project Foundations ([slides](#))
- [Daily Work](#): ICPSR Data Search
 - Locate one dataset related to the general topic in which your team is interested (or in which you are personally interested).
 - Provide one citation for a research article that uses this dataset and that you believe might be worthwhile for you or your team to read/skim.
 - Submit the dataset name, link, and article citation.
- [Research Pitch](#): Assignment Overview

Day 2

Readings

- SWAC, "Posters" pp. 552-572 ([Canvas link](#))

In Class

- Reminder: Collect peer-review sheets
- General feedback about rhetorical methods presentations
 - Finish strong
 - Less is more – simplify and magnify
 - Sentence headline supported by images
 - Use the time limit as a guideline for the level of detail you provide (will come in handy for poster presentation)
- Paragraph cohesion ([slides](#))
- [Daily Work](#): Summarizing a pattern involving many numbers ([slides](#))
- Poster design strategies ([slides](#))
- Team time

Week 7

Day 1

Readings

- Few, "Thinking with Our Eyes" ([Canvas link](#))
- Tufte, "Data Ink and Graphical Redesign" ([Canvas link](#))

In Class

- Lab and pitch scheduling (breather?)
- Translation feedback ([slides](#))
- Data visualization ([slides](#))
- Team time

Day 2

Readings

- CG “Creating Effective Charts” (pp. 150-190)

In Class

- Project-pitch presentations and perceptions (<http://tinyurl.com/InsightPitch>)
- Giving an effective poster presentation ([link](#))
- Graphical integrity ([slides](#))
- Team time

Week 8

Day 1

Readings

- CG Writing about Data and Methods (pp. 226-253)
- Kornrich and Furstenberg, “Investing in Children” – “Data” and “Measures” (pp. 6-10) ([Canvas link](#))

In Class

- Creating effective charts ([slides](#))
- Writing about data and methods

Day 2

Readings

- Hess, “Giving an Effective Poster Presentation” [YouTube link](#)

In Class

- Advice about reading resources for Insight Challenge
- Writing about data and methods
- Team time – Posters

Week 9

Day 1

Readings

- CG Writing Scientific Papers and Reports (pp. 254-281)
- CARS Handout - Short but important! ([Canvas link](#))

In Class

Day 2

Readings

- Woodrow, “Presenting Descriptive Statistics” ([Canvas link](#))

In Class

- Poster practice and peer edit

Week 10

Day 1

Readings/Activities

Under Modules-->Resources for Insight Challenge-->Writing up statistics, read the chapter associated with the central method you're using in your study.

Locate and submit by class time the APA citation for one "mentor" text you might use to help you write the methods or results section of your own research report. This mentor text should employ a central analytical method similar to the one you're using. Be prepared to explain how this paper will help you write either the methods or results section of your report. Pay special attention to the way the writer constructs tables and refers to them in the prose of the article.

In Class

- Poster presentations.

Day 2

Readings

- Kornrich and Furstenberg, "Investing in Children" – "Results: Changes in Spending" (pp. 10-16) ([Canvas link](#))

In Class

- Informal presentations about mentor texts.
- Peer edit research introduction.

Week 11

Day 1

- Bring to class: Hardcopy of introduction section.

Readings

- Hoffman, *Scientific Writing and Communication*, "Results" ([Canvas link](#))

In Class

- Notes on mentor texts
- Results section ([slides](#))
- APA citation format
- Peer edit research introduction ([edit sheet](#))
 - Within groups
 - Between groups

Day 2

Readings

- *Chicago Guide*, "Creating Effective Tables" (pp. 121-138)
- Hoffman, *Scientific Writing and Communication*, "Discussion" ([Canvas link](#))

In Class

- Reminder about using R projects
- Results paragraph activity
- Discussion section: interactive mini-lecture ([slides](#)) ([mentor text - electric scooters](#))

Week 12

Day 1

- Bring to class: Hardcopy (single document) of results and discussion sections.

In Class

- General feedback on introduction.

- Discuss [APA heading levels](#).
- Peer edit results and discussion. ([edit sheet](#))
 - Within groups
 - Between groups

Day 2

Readings

- *Chicago Guide*, "Writing about Data and Methods" (pp. 226-253). Review this reading carefully. Pay special attention to the examples in gray boxes. Note what the chapter says should be included in a complete data section and how you should write about those elements: the source of your data (including survey questions), your variables, your data reduction activity, and your final analytic data set.

In Class

- Statistical assumptions paragraph. ([Woodrow Regression.pdf](#))
- Data and methods section overview. ([slides](#))
- Structured writing activity: data and methods section/data dictionary. ([reading](#))

Week 13

Day 1

- Bring to class: Hardcopy (single document) of data/methods section.

In Class

- Semester endgame.
- TIER archive review.
- General feedback results/discussion.
- Peer edit data/methods section.
 - Within groups
 - Between groups

Day 2

Readings

- *Craft of Scientific Presentations*: "Visual Aids: Your supporting cast" (pp. 105-125) ([Canvas link](#))

In Class

- Review TIER "Read Me" example ([link](#))
- Review Insight presentation assignment ([link](#))
- Assertion-evidence structure for presentations ([slides](#))

Week 14

Day 1

In Class

- Course evaluations (bring wi-fi enabled device)
- Insight project presentations

Day 2

In Class

- Insight project presentations

Week 15

Catch-up and Review