

ENGL 105i – Unit 1
Writing in the Medical Sciences: Popular Health Video Essay

Communities	Genres	Author Roles	Purposes	Audiences
-Medical Sciences (health/medical research, care, and practice) -Media studies	Popular health video essay; also need knowledge of popular health articles and academic medical journal articles	Health or medical journalist	To ethically, accurately, and honestly report on a recent health or medical experimental study in a format that is accessible and engaging to general/non-expert audiences	Readers of a major online news publication (<i>The Washington Post</i> , <i>The LA Times</i> , etc.) interested in health or medical news; this will include non-expert audiences but could also include experts who read your work
Values/Expectations				
-Concern for health (own and others) -Clear, accessible language -Accurate reporting, analysis, and citations -Engaging visuals and voice-over				

Overview

For this unit, you will compose a popular health article for a major news source of your choosing and then “translate” that article into a digital video essay to make it even more engaging and accessible to a non-expert audience. 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 biomedical and/or visual data. We will then consider concepts related to visual literacy, digital literacy, and multimedia/multimodal composition as you work to translate your written article into a digital video essay to enhance audience engagement with your research.

As the first unit in our semester, this project will expose you to conducting secondary research on a topic related to health or medicine. You’ll be exposed to the methods through which knowledge is disseminated among experts and scholars in the Medical Sciences and how such information then gets transmitted to non-expert audiences. During this unit, we will work with an instructional librarian from the [Undergraduate Library \(UL\)](#) at UNC who will introduce you to the various research resources at UNC, specifically the extensive research databases the [UNC Libraries](#) provides.

This introductory unit also serves as a way to ease you all into ENGL 105i. In later units, you will begin to conduct your own primary research and construct your own claims. This unit first allows you to prioritize secondary research, so you are comfortable collecting, evaluating, and integrating outside sources, presenting other scholars’ ideas before you begin to craft your own arguments.

Using the medium of digital essays allows you to “translate” your traditional written articles across modes and media to make them more engaging for a broader audience, encouraging an engagement with public scholarship while also allowing us to explore issues surrounding digital literacy, visual literacy, and multimedia composition. To aid us in these attempts, we will coordinate with the [Media & Design Center](#) so an expert can help you become more comfortable with software and strategies for capturing and editing digital audio/video media for the purposes of presenting your findings to a public audience.

If you have not already done so, **you should immediately obtain Adobe Creative Cloud and then use it to install Adobe Premiere Pro.** You can install the **Adobe Creative Cloud** desktop application for free at <http://software.sites.unc.edu/adobe/>. For instructions on how to obtain Adobe Creative Cloud and its associated programs for free, see “How to Get Adobe Creative Cloud” on Sakai at Resources>Helpful Handouts and Resources.

Writers in the Medical Sciences use a variety of citation formats, one of which is CSE. For all of our work in Unit 1, we will be using the Council of Science Editors (CSE) 8th edition citation format. CSE has 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 this page from the UNC Libraries: “[Why We Cite](#),” as well as the following:

- UNC Libraries: CSE/CBE 8th ed. Name-Year: “[Sample References Page](#),” “[In-Text Citations](#),” “[Print Sources](#),” “[Online Sources](#)”
- **Please note:** The UNC Libraries [Citation Builder](#) will only create CSE citations in Citation-Sequence format and NOT Name-Year format, so you should NOT use it for this unit.
- See also “**CSE Sample Passage and Reference List**” (Sakai>Resources>Unit 1) for tips on creating in-text/parenthetical and bibliographic citations in this citation format.

Feeder 1.1 is a Preliminary Research Worksheet, which will help you choose and narrow a topic and conduct preliminary research to become familiar with the ongoing popular and scholarly conversation around your topic, narrowing even further to one recent (published in 2017 or after), peer-reviewed experimental (or observational/retrospective) study which will be the focus of your work moving forward. Feeder 1.1 is worth 5% of your final course grade.

- Tues. Aug. 29: Brainstorm UP1 topics in class (Sakai forum post)
- Thurs. Sept. 7: Feeder 1.1 Rough Draft due by 12pm (Sakai forum post)
- Tues. Sept. 12: Feeder 1.1 Final Draft due for a grade by 12pm (Sakai>Assignments)

Feeder 1.2 is a Detailed Outline of your popular health video essay: the topic, the article you’ll discuss, and the core elements of that article’s content. It should also indicate your planned use of outside, secondary sources and any details regarding your plan for your translation of this content as a digital video essay (music, video clips, etc.). Feeder 1.2 is worth 5% of your final course grade.

- Thurs. Sept. 14: Feeder 1.2 Rough Draft due by 12pm (Sakai forum post)
- Tues. Sept. 19: Feeder 1.2 Final Draft due for a grade by 12pm (Sakai>Assignments)

Unit Project 1 is a Popular Health Video Essay in which you will appropriately report on the motivations, hypothesis, methods, and results of your selected study and in which you discuss the study’s larger implications. This reporting should be composed through carefully written and delivered voice-over narration, accompanied by appropriate video clips, illustrative graphics, on-screen text, images, music, and sound effects in a video essay that is engaging and accessible to non-expert viewers. Unit Project 1 is worth 15% of your final course grade.

- Thurs. Sept. 28: UP1 Rough Cut 1 due by 12pm (Sakai forum post)
- Tues. Oct. 3: UP1 Rough Cut 2 due by 12pm (Sakai forum post)
- Thurs. Oct. 5: UP1 Final Draft due for a grade by 12pm (post to the course website: embedded video followed by accompanying transcript)

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 1.1: Preliminary Research Worksheet (9 questions)

On Tues. Aug. 29, we will go over our introduction to the Medical Sciences and the Natural Sciences, and we will look through this unit assignment prompt. On that day, in class, you will be asked to brainstorm, discuss, and (ideally) commit to your specific topic for this unit.

You'll then need to conduct some preliminary secondary research on a few different health or medical topics. 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, ultimately choosing the specific article on which you will be reporting for Unit 1.

The worksheet guidelines are on a separate document on Sakai (Resources>Unit 1). The document is titled "Feeder 1.1 – Preliminary Research Worksheet." In class on Tues. Aug. 29, we will discuss the principles of writing in the natural sciences and in the medical sciences, and you will brainstorm and discuss potential topics for your unit project in class.

When brainstorming and choosing potential topics, remember that your ultimate goal is to find a recent (published in 2017 or after), scholarly, peer-reviewed scientific study on your topic (ideally an experimental study, although some observational or retrospective 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 Medical and Natural Sciences. Be sure that your potential topics lend themselves toward eventually choosing a recent experimental study performed in the Medical Sciences that you can discuss as the focus of your popular health article and video essay.

As you work on Feeder 1.1, you will eventually choose one specific journal article/study/experiment that will be the focus of your own popular health video essay. The ideal article for your project will be a recent experimental study, although some observational or retrospective studies might also work for the purposes of this assignment. Your article should be a scholarly, peer-reviewed article.

A rough draft of your worksheet is due Thurs Sept. 7 by 12pm via the appropriate Sakai forum. This rough draft should be attached to your post as its own document. We will workshop this in class that day. 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 into a separate, final draft. This final draft of Feeder 1.1 is due for a grade on Tues. Sept. 12 by 12pm 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.

- Feature one selected, specific topic and peer-reviewed journal articles on that topic.
- Exhibit the student's overall awareness of the scholarly conversation currently taking place around this topic.
- Include your selection of one specific, recent (published in 2017 or after), scholarly, peer-reviewed article that fits the parameters of the assignment and will be an appropriate focus for your work moving forward in this unit.
- Include an analysis/summary of the contents of your chosen article in response to the worksheet questions.

Grading Rubric for Feeder 1.1: Preliminary Research Worksheet

The final grade for Feeder 1.1 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.
Question 8	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 9	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.
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: /110				

Feeder 1.2: Detailed Outline

You have become familiar with the scholarly conversation around a specific topic in the field of health or medicine. During your work on Feeder 1.1, you eventually selected one peer-reviewed article describing a recent (published in 2017 or after) 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 or retrospective studies might also work for the purposes of this assignment. This article should be the focus of your work moving forward, unless my feedback on Feeder 1.1 indicated otherwise, in which case you need to begin by finding a new article on which to focus.

Once you've selected and thought critically about a specific, recent, relevant study in that topic, it's time to begin planning a popular health video essay that is accurate, ethical, and appropriate for your specific audience and that reports the information about this study to your audience. Use Ch. 2-6: "Writing in Health and Medicine" from *THWG* as well as our in-class discussions and the genre models of popular health articles we've analyzed to help you make choices about the kinds of information you want to include and how you choose to include it.

A video essay consists of voice-over narration communicating your ideas and arguments, but it also incorporates a combination of graphics, on-screen text, music and sound effects, images, and most importantly, video clips in order to engage an audience while still communicating your major points. The foundation for your video essay will be your voice-over narration, so you will begin by composing a detailed outline for the script. Your written script should include a tentative title that is engaging and descriptive, an introduction, a body, a conclusion, and a complete References list for

all secondary sources incorporated (the main article you are discussing and any other outside sources). In addition to the main article you are discussing, you are required to incorporate useful outside information from **at least one other peer-reviewed relevant journal article** in your video essay (and thus in your outline), although you'll probably need more than just one other source. These sources can provide useful background info, contextualize the study, or provide statistics or information on the people affected, etc. There are many other ways such outside info could be useful. Include in your outline where other sources will appear (or where you still need to find sources) and how they will function in your essay; remember to cite them appropriately. (Useful sources might be listed in the bibliography of the main article you are discussing, but you should also conduct some research on your own. You might have found these during your work on F1.1.)

The script outline should be logically organized and should identify the basic elements of the study; the importance of the topic in general; the motivations, goals, and/or context for the study; the study's hypothesis; the study's methods; the study's findings; and a critique of the study. The outline should conclude by exploring the larger implications of this study and next steps for researchers on this topic. Remember to also include a complete References list and to provide appropriate in-text citations for all outside sources, including the specific study you are discussing. The outline does not have to be a complete script, but it should integrate attempts to address the content listed above and should make sense to an outside reader. **What you compose and ultimately submit for a grade should be as close as possible to a complete popular health article (written as your intended voice-over script), but it should also include notes/plans for how you will represent this written content in terms of audio/visual media through your eventual video essay.**

You've already laid most of the groundwork for this assignment via Feeder 1.1. Answering those questions on that worksheet helped you start collecting and organizing the information you'll need to include in your outline and put that information into your own words. Use that content (and my feedback) to construct your outline. As you consider what content to include and how to arrange that content, see also "One Potential Structure for Your Popular Health Video Essay" and think about our discussions in class on model popular health articles. (All of these resources are on Sakai at Resources>Unit 1.) Remember also that your final product will be a video essay of 4-7 minutes, which is *approximately* 800-1,400 words. (The longer your script, the longer your video, and thus the more audio/visual content you will have to find and incorporate, which can be difficult and time-consuming, so craft your outline carefully. I'm fine with a video essay longer than 7 minutes; just be aware that such a length will create more work for you as you create your final product.)

Once you have a detailed outline for the voice-over script, go back and add in notes or plans regarding the audio/visual media you will include in your video essay, such as music, sound effects, images, video clips, on-screen text, graphics, etc.). Include references to these in the relevant sections of your outline. For instance, if you plan to begin your video essay with a title card, begin your outline with notes regarding the text that will appear on-screen. Or if you will suddenly cut to black after stating the hypothesis, include that in your outline in the section where you list the hypothesis. Or if you plan to include a video clip of scientists looking through a microscope when you describe the methods of the study, include that note in that section of your outline. You might not have a specific song or video clip chosen yet, but at least indicate the kind of music you'll include or what kind of image or video should appear on-screen. Consider also if there are graphs, charts, or other data visualizations (either from your selected article or other sources) that might be helpful to have on the screen. (If you already have specific media content, include a screenshot or link in the appropriate place in your outline.)

This is a plan, so things may change as you continue your research and composition process; in fact, it's likely that your plan will change over time, but it's always vital that you begin the process with a clear plan. You'll eventually use this outline (and my feedback) to guide your work on the Unit Project. By carefully thinking about these many options, you will be better prepared when the time comes to begin constructing your video essay and ready to deal with changes or alterations as they arise.

A rough draft of your detailed outline is due Thurs. Sept. 14 by 12pm via the appropriate Sakai forum. This rough draft should be attached to your post as its own document. We will workshop this draft in class that day. 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 into a separate, final draft. This final draft of Feeder 1.2 is due for a grade on Tues. Sept. 19 by 12pm 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, will be logically organized, and will be clearly focused on a specific and appropriate, recent (published no earlier than 2017), scholarly, peer-reviewed experimental or observational/retrospective study in the medical or health profession. Your outline should include elements of the following:

- 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).
- A complete References list in CSE 8th edition (Name-Year format) that cites all sources (including any charts, tables, data visualizations, etc.) appearing in your article.
- Notes throughout regarding the student's plan for audio/visual elements of the video essay.

Grading Rubric for Feeder 1.2: Detailed Outline

The final grade for Feeder 1.2 will be worth 5% 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.	Outline 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 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.	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.
Organization	Outline is organized with a logical and explicit pattern.	Outline is mostly well-organized, but some content seems out of order or repetitive.	Outline is very confusingly organized and does not reflect an overall organizational pattern.	Outline is organized so confusingly that it impedes the student-author's purpose.
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 8 th 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	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.

		sources cited in body of text.		
Grammar	Outline 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.
Audio/Visual Elements (worth double: 20, 14, 8, or 2 points)	Outline includes specific notes for the integration of audio and visual elements in all sections of the outline. Student-author has a clear plan for what the video essay will look like, sound like, etc.	Plans for audio/visual elements are a bit lacking in specificity, or some sections of the outline lack detailed plans.	Plans for audio/visual elements are significantly lacking. Minimal effort is used to address such plans.	Outline does not include any plans for the inclusion of audio or visual elements.
Total: /90				

Unit Project 1: Popular Health Video Essay (4-7 minutes, approx. 800 to 1,400 words)

To clarify, it will be highly unlikely for you to successfully communicate your content in less than 4 minutes, so your video essay should be at least 4 minutes long; however, your video essay can go beyond 7 minutes in length as long as you don't unreasonably exceed that length.

Your detailed outline from Feeder 1.2 will serve as the starting point for your voice-over script and will serve as the structural frame for your video essay as you collect footage and other materials. Once you have feedback from your graded Feeder 1.2, remember to incorporate that feedback and adjust your script and overall plan moving forward as necessary.

Begin by finalizing the text of your voice-over script. Then, use your outline to begin collecting images, video clips, music, sound effects, and (if necessary) additional secondary sources. As you begin collecting audio/visual elements, keep track of their bibliographic information as you will need to cite not just secondary sources but also all audio and visual elements incorporated into your video essay.

On Thurs. Sept. 21, we will take time for you to discuss (and hopefully practice) getting comfortable with software for capturing and editing digital audio, video, and other media.

You'll learn how to lift clips from films or videos in your collection (or the [UNC Libraries' collection](#)) to use in your own essay (using such programs as [Handbrake](#), which you can download for free) and will discuss copyright and citation issues regarding that content. You can also download video clips from the internet (such as from [YouTube](#) or [Vimeo](#)) using programs like [4K Video Downloader](#) or [clipgrab.org](#), or you can convert media files using such sites as [Zamzar](#). (For tips and resources on capturing and editing audio or video footage, see "Tips for Capturing and Editing Audio-Video" on Sakai at Resources>Unit 1>Video Editing.)

If you wish, you can also record your own video and/or audio footage. At the very least, all of you will have to record the audio of your voice-over. When recording your voice-over narration, see "Oral Communication and Presentations – Best Practices" at Sakai>Resources>Helpful Handouts and Resources. Speak slowly, enunciate, but be sure to modulate your voice (speak like a human, not

a robot) so you deliver a poised, paced, articulate, intelligible, and engaging narration. We will discuss oral communication and presentations in more detail in Unit 2.

Some of you might have smartphones or other equipment sufficient for your needs, but you might also be able to reserve and check out—for free—audio and video [equipment for capturing audio/video footage](#) from the [Media & Design Center](#). They even have [small recording booths](#) you can reserve for free in order to record your voice-over. The Media & Design Center also provides [online tutorials for editing footage](#). You can also schedule consultations with their staff to get additional assistance as you construct your video essay.

In actually making and editing your video essay, I strongly recommend using Adobe Premiere Pro as it is an amazing program to which you all have free access. For instructions on how to obtain Adobe Creative Cloud and its associated programs (which includes Adobe Premiere Pro) for free, see “How to Get Adobe Creative Cloud” on Sakai at Resources>Helpful Handouts and Resources. You could also use [Adobe Spark](#) or [WeVideo](#). Or if you have access to and experience with other video-editing software, you can use that software; most, if not all, Apple laptops come with iMovie, and if you have Windows 10, you can use Windows Video Editor.

No matter what editing program you use or what type of computer you use, please note that collecting and editing video footage takes a great deal of time. Also, video editing—no matter your software or device—takes a significant amount of processing power. When you are editing, you should have all other programs/windows closed. When you are editing, save your work early and often. Finally, be aware that it also takes a great deal of time for videos to export, upload, etc., so throughout this unit, you should always begin these processes as early as possible. Do not try to export and upload a video at the last minute.

The final product you submit will be a post on [our course website](#) comprising an embedded video of your popular health video essay, accompanied by the final version of your written voice-over script, which will serve as a transcript for your video. The transcript should include appropriate in-text citations (even though, in your voice-over, you won’t read those in-text citations aloud) and should conclude with a full References list that includes bibliographic citations for all secondary texts cited in your essay (including the main article you are discussing) as well as bibliographic citations for all media (images, music, sound effects, video clips, etc.) that appear in your video essay. For this reason, you should document the citation information for each piece of media as you collect them.

UP1 Rough Cut 1

An early rough cut of your video essay is due on Thurs. Sept. 28 by 12pm via the appropriate Sakai forum for us to workshop that day in class. This early rough cut should be an exported video file ready for a partner or group member to watch. This does not mean it’s expected to be a complete version of your video essay, but I want you to have practiced going through the process of exporting your video. When exporting, choose H264. Your video file should be an .mp4 file. The file name for this video file should be “[Your last name]_UP1 Rough Cut 1.” (See “Tips and Resources for Capturing and Editing Audio-Video” on Sakai at Resources>Unit 1>Video Editing.) In addition to posting your video rough cut, you might also want to post the latest version of your script or outline to help your partner in giving you feedback.

UP1 Rough Cut 2

Based on the feedback you receive from our workshop, continue to compose and revise your video essay. A second rough cut of your Unit 1 Project video essay is due on Tues. Oct 3 by 12pm via the appropriate Sakai forum for us to workshop in class that day. This second rough cut should be an exported video file ready for a partner or group member to watch. This does not mean it's expected to be a complete version of your video essay, but I want you to have practiced going through the process of exporting your video. This cut of your video essay 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. When exporting, choose H264. Your video file should be an .mp4 file. The file name for this video file should be "[Your last name]_UP1 Rough Cut 2." (See "Tips and Resources for Capturing and Editing Audio-Video" on Sakai at Resources>Unit 1>Video Editing.) In addition to posting your video rough cut, you should also post the latest version of your script or outline to help your partner in giving you feedback.

Note for all rough cuts you submit for workshops: Sakai maxes out at 200MB, so you might have to use a website like <https://www.ps2pdf.com/> to **slightly condense** your rough cut video. Don't condense it too much or else the video/audio quality will be compromised. Condense it just enough so you can post it to Sakai for the purposes of our in-class workshop. In a worst-case scenario, you might have to export your current video file and upload it to [YouTube](#) or [Vimeo](#) (as unlisted) and then post the link to your video in the Sakai forum in order to make your video accessible to the rest of the class. Alternatively, you could share your video rough cut via [Google Drive](#) (or some other similar cloud-based file-sharing program) and then post the link to your video onto Sakai. The key is that you've exported your project into a playable video file and somehow made it possible for your partner or group members (and me) to watch it and give you feedback via Sakai. (For assistance in uploading a video to YouTube or Vimeo, see the relevant section ["Uploading Videos of Your Work Online"] in "Instructions for Posting to the Course Website" on Sakai at Resources>Course Website Resources.)

In the event of technical difficulties exporting/uploading your video essay (any of your drafts), make sure you begin the export/upload process well before the deadline. If technical difficulties arise, email me immediately explaining the difficulties, and attach the rough cut to the email via an upload or link.

Note: When submitting the rough cuts of your video essay in progress, do NOT simply attach the Adobe Premiere Pro file (or editing file/project from whatever program you're using) for the workshop. Such a file will be useless to anyone who is not on your specific device. You MUST go into Adobe Premiere Pro (or whatever editing program you're using), export your video into a playable file, and somehow make that video file accessible to me and the other members of your working group.

UP1 Final Draft

The final cut of your video essay is due, for a grade, by 12pm on Thurs. Oct. 5 via a post on [the course website](#). This means you will need to finalize your video essay, export it into a playable video (.mp4) file, upload it to [YouTube](#) or [Vimeo](#), and then create a new post on the course website in which that video is embedded. That embedded video should be followed by a transcript of your video essay, which means you will take the final draft of your voice-over script and copy and paste it into this post below your embedded video on our course website.

This process will take time, but the completed draft of your video essay and its transcript must be published online by 12pm on Thurs. Oct. 5, so you should start this process early. Your website posts are time-stamped, and once the deadline has passed, if you go back and revise, your submission will be considered late.

Remember, the final product will be a post on our public-facing course website, consisting of: an engaging and descriptive title, the embedded video of your video essay, followed by the final written version of your voice-over script, which will serve as a transcript of your video essay. The transcript should include in-text citations (for all secondary sources, including the main article you are discussing) as well as a complete References list at the end. The References list should include bibliographic citations for all sources cited within your essay and all media incorporated into your video essay. The post should also be accompanied by a Featured Image, and the final content of your post should be a separate, clearly labeled citation for that Featured Image (skip a line or two after your References list and label the citation and provide the citation for your Featured Image). There are many reasons I'm requiring you to provide a transcript of your video essay. It will serve as a reference for me while grading, and it also makes your work accessible to those who cannot watch or hear your embedded video essay.

Technical Info:

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

- When your video essay is complete, export it (select H264) as an .mp4 video file. Open it and watch it to make sure it plays. Edit the video as needed until you're satisfied with the final product.
- Upload this video online via [YouTube](#) or [Vimeo](#). (If you upload your video essay to YouTube, make sure you edit the viewing permissions to make your video "unlisted" to avoid being blocked because of copyright issues but to still make it accessible to the class, to me, and to anyone else who has the link to your video. If you make your video "Private" on YouTube or Vimeo, I won't be able to watch it, which is unacceptable.)
- The title of your uploaded video on YouTube or Vimeo should be the descriptive title of your video essay.
- The caption or description of your video on YouTube or Vimeo should explain the context for your video essay and should cite this class and the course website, complete with a hyperlink to your post on the course website and a note that the full transcript of your video is available at that link. Ideally, you should also include the text of your References list, Works Cited list, bibliography, etc.
 - Add to your video description/caption that all media content is cited appropriately to give credit to the original content owners/creators and is being used solely for educational purposes for this class.
- Once the video is posted online, embed the video from YouTube or Vimeo into your UP1 post on the course website.
- Post a transcript: Leave an empty line or two below where your video now appears in your post on the course website. Then copy and paste the *latest* version of your voice-over script into the browser. This will serve as the transcript for your video. (Remember that the transcript should contain appropriate in-text citations and a complete References list.)

- Do not alter any settings for the blog or any other webpage or the site in general.
- Your post should conclude with a CSE 8th edition name-year format References list. If those citations contain urls, activate those urls as hyperlinks for our website visitors.
 - In addition to citing any outside sources referenced in your essay, your References list should also cite all images, videos, music, or other media incorporated into your video essay. See “CSE Sample Passage and Reference List” (Sakai>Resources>Unit 1) to guide you in citing audio, video, and other media. See “How to Cite Images, Visuals, Data Visualizations, etc.” (Sakai>Resources>Helpful Handouts and Resources”) for how you should cite still images.
- 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 video essay.
- Add tags for your post that are relevant to your post’s content and/or genre.
- Categorize your post as “Medical Sciences: Popular Health Video Essays.” **Be sure to choose the appropriate section number for your class!**
- 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 embedded video plays correctly and your transcript appears correctly. Log back in to adjust and update your post 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.” (Another option is to keep your transcript public or ONYEN-protected but to password-protect your video—using the class password—through Vimeo when uploading.)

Successful video essays will display considerable investment in the revision process, will be clearly written and logically organized, and will be clearly focused on a specific and appropriate, recent (published no earlier than 2017), peer-reviewed experimental or observational/retrospective study in the medical or health profession. Your video essay should include:

- A Featured Image for your post (cited at the very end of your post, separate from your bibliography).
- 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 Feeders 1.1 and 1.2 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).
- A complete transcript of your video essay that is proofread, formatted properly, and contains in-text citations and a References list in which you cite (using CSE 8th edition name-year citation format) all secondary sources you mention in your video essay. This includes the specific article you are discussing, any other secondary sources, and all media incorporated into your video essay.
- Effective and intentional graphics, on-screen text, images, video, and audio that enhance your ability to communicate your ideas while also taking advantage of these various modes and media to engage an audience.
- A structure, layout, and editing style that makes the video essay feel seamless, organic, and effective while still falling within the time frame of four to seven minutes.
- For a reminder of what your final post should look like and/or how it should be organized, see the [Example Post for UP1](#) on our course website.

Grading Rubric for Unit Project 1: Popular Health Video Essay

The final grade for UP1 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. Voice-over, visuals, and other media combine to communicate this material effectively.	Some information about the study's findings and significance is offered, but it is confusingly organized or summarized strangely. Minor issues with the voice-over, visuals, and/or other media.	Introduction is cursory at best and does not provide enough information for reader to understand the significance of the study at hand. Major issues with the voice-over, visuals, and/or other media.	Video essay 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 importance by providing background info on the topic. It also explains at length the	Body is lacking some detail or specificity. In a few instances, more evidence or detail is necessary to support its claims. Minor issues with the voice-over,	Body is significantly lacking in some way. Minimal or no evidence or information is provided to support claims. Major issues with the voice-over,	Body contains almost no credible information drawn from scholarly sources; body is

	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. Voice-over, visuals, and other media combine to communicate this material effectively.	visuals, and/or other media.	visuals, and/or other media.	disorganized and confusing.
Paragraph Structure & Segment 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. Each segment of the video flows well; shifts from one segment to the next feel natural or seamless.	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 transitions between segments feel inorganic or awkward.	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. Many transitions between segments feel inorganic or awkward.	Paragraphs are highly unorganized and very difficult to follow; paragraphs do not advance any claim or point at all. Transitions in the video are abrupt, awkward, and distracting.
Integration of Sources	Sources are excellently paraphrased and summarized, are incorporated into the writing using signals or attributions, and are incorporated into the video appropriately. Quotations of specific phrases, word choice, etc. are used when appropriate. Student-author analyzes this material and offers their own perspective when appropriate.	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 offers no analysis of their own.
Organization	Video essay is organized with a logical and explicit pattern.	Video essay is mostly well-organized, but some paragraphs or segments seem out of order or repetitive.	Video essay is very confusingly organized and does not reflect an overall organizational pattern.	Video essay is organized so confusingly that it impedes the student-author's purpose.
Style	Video essay features varied and sophisticated sentence	Video essay uses some repetitive	Video essay occasionally lapses	Major lapses into casual

	structure and diction that is both engaging and accessible to a non-expert audience. The video feels cohesive, reflecting intentionality behind its construction. The use of various media is engaging, as is the tone of the script and its delivery.	diction, simplistic language or sentence structures but mostly maintains a professional and objective tone. Or the video, at times, doesn't feel entirely cohesive. Or the tone of the script/delivery is flat/unengaging/inappropriate.	into overly casual, colloquial discourse or subjective claims. Writing appears erratic, and some sentences/segments are hard to follow. Or the video essay relies too much on scientific jargon and is not accessible to a non-expert audience. Media is rarely used in an engaging or cohesive manner.	discourse or little attempt to maintain objectivity. Diction is highly repetitive, and syntax is confusing. Video is extremely disjointed; media is not used in an engaging manner.
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. Voice-over, visuals, and other media combine to communicate this material effectively.	Conclusion makes some effort to point to broader implications of the topic and to potential next steps. Minor issues with the voice-over, visuals, and/or other media.	Conclusion mostly just repeats information already stated. Major issues with the voice-over, visuals, and/or other media.	Conclusion is indistinguishable from introduction.
Citations	A coherent citation system (CSE 8 th edition, Name-Year format) is used consistently throughout; References list is complete and formatted accurately (citing all secondary sources and all media incorporated into the video essay).	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 & Editing	Video essay and accompanying transcript are free from typographical errors as well as spelling and grammar mistakes. Video is free from technical glitches or errors.	A few surface errors in the writing or technical glitches in the video but none so consistent that they obscure the intended meaning.	Repeated surface errors in the writing or technical problems in the video.	No sign of editing or revision.
Total: /100				

Feeder 1.1: Preliminary Research Worksheet

Directions: Please complete the following worksheet using complete sentences. In your final draft, you can include the questions or simply provide clearly numbered/labeled answers to each question. There are 9 questions total; don't overlook the second page of this document. As always, remember to refer to the specific instructions and grading rubric in the Unit 1 Assignment Prompt (Sakai>Resources>Unit 1).

Note: You do NOT need to add a complete bibliography at the end of your submission for all sources you list in this worksheet. However, the questions that request bibliographic citations for secondary sources will be graded (in part) based on your use of complete and accurate citations within your response to those particular questions.

1. In class, you chose potential topics for your work in this unit. Narrow your selection down to one specific topic related to the medical sciences. Name the specific topic you've chosen and provide a brief bulleted list explaining what you find interesting about this topic.
2. Now that you've chosen a single topic, do a Google web search on your topic using the "News" button. Describe what seems to be the latest news, discoveries, findings, etc. about your topic in one solid paragraph. (A solid paragraph is a minimum of five sentences.)
3. Go to the library website homepage (<http://library.unc.edu/>) and click on the Google Scholar button. (Do NOT just go to Google Scholar; access it via the UNC Libraries). Search for your topic. (Note: You may have to log in with your ONYEN and password.) Click through the first few pages of results. What seems to be the most heavily cited sources on your topic? Adjust the timeline on the left so that your search limits the articles from 2017 to 2023. Quickly peruse some of these articles. What journals seem to be publishing about this topic? What seems to be the latest findings? What subtopics/areas are scientists, doctors, health practitioners, etc. studying most? What types of sources are you finding (such as recently published books, articles, responses to other people's articles, etc.)? What ethical problems seem to arise when talking about this topic? What is particularly controversial about it? Respond in 1-2 solid paragraphs.
4. Now it's time to find the specific scholarly journal article on your chosen topic, a journal article that will be the focus of your work moving forward. You can use Google Scholar or other UNC Libraries databases. This article should have been published no earlier than 2017. Ideally, this article should be an experimental study (or maybe an observational/retrospective study) that serves as the focus of your work moving forward. (Remember, you will eventually be taking on the role of a medical journalist and reporting on this study in your own popular health article/video essay.) Once you've selected your article, download a full copy (probably as a .pdf file) to your own device. Then answer these questions:
 - a. State the title of the peer-reviewed journal article, the year of its publication, the year(s) during which the actual study or experiment was conducted (you might have to speculate a bit here), the publication (the name of the journal, not the database) in which this article appears, and the names of all of the article's authors. Include also the affiliation of the authors and/or the study. (For example, are they researchers at X University or working for ABC Research Group, etc.?)

- b. Provide a full, accurate CSE-style (8th edition, name-year format) bibliographic citation for this article.
 - c. In a phrase, what is the topic of this article?
 - d. Sum up the topic, hypothesis, and main point(s) or findings of this article in 2-5 sentences.
5. Summarize the methods of the experiment in a solid paragraph (at least five to seven sentences).
6. Were the people who conducted this study directly responding to prior research? (If so, cite those other studies here with appropriate in-text and bibliographic citations.) To earlier theories? To general trends in public concern/opinion? To specific current events? In a few sentences, explain what they were responding to with their research, addressing all of the above-mentioned possibilities. Another, more general, way to think about this question is: What's the context for their research? What prompted/motivated this study? What current gaps in knowledge or current needs motivated this study? (This is probably in the introduction or in the methods section of the article you're discussing. Consider also looking at the sources cited in the article you're discussing.)
7. In a paragraph, critique the study design (methods) overall. Did the authors admit limitations or flaws in their study? Are there ways the study could improve in the future? (This will involve looking at their methods section and discussion/conclusion section to see what the authors admitted; you might also need to add your own insights as well even if they didn't admit any. In your answer, clarify which flaws/limitations the authors/researchers state and which you noted independently.) Consider Outcomes 3 and 4 in Chapter 2-6: "Writing in Health and Medicine" in *THWG*.
8. Why is the information from this specific study potentially important to your audience (the people potentially reading your article or viewing your video essay)? What are the larger implications (larger take-aways) of this information? Why does this study matter? (Your answer should be at least three sentences.)
9. Think about the other sources you saw during your process of working on Feeder 1.1 so far. Is there any useful information you could integrate from those (or other) sources to make your article more informative and/or interesting? Provide CSE-style bibliographic citations (CSE 8th edition, name-year format) for at least two other sources (preferably scholarly, peer-reviewed sources, but hybrid sources might work also) that might be helpful. For each citation, write 1-3 sentences explaining what those sources might offer to your overall discussion of this topic in your own popular health article/video essay. (Typically, these should provide useful background info or context for your own topic, but there are other ways to integrate these outside sources as well.) (Hint: Look at the sources cited in the main article you are discussing. Those sources might be a good place to start, but you should also do some other research on your own as well.)

Eventually, for Feeder 1.2, you'll use the info you've gathered here to compose the text of your own popular health article on which you report on the specific study you've chosen. Then, for your Unit Project, you'll translate that article into a digital video essay.