

Class Discussion	Homework for Next Class
<b>Week 1, Aug 17–23</b> <b>Welcome and Syllabus Review</b>	Complete “Getting to Know You” Survey as Activity 1  Read Gomera, M. (2020, Jan 20). Opinion: Scientists must learn to translate their data into stories. <i>Devex</i> . <a href="https://www.devex.com/news/opinion-scientists-must-learn-to-translate-data-into-stories-96330">https://www.devex.com/news/opinion-scientists-must-learn-to-translate-data-into-stories-96330</a>  Activity: Reflective Prompt. Write about a time when you used storytelling to communicate with someone. What did you do? Why? Was it effective?
<b>Week 2, Aug 24–30</b> <b>Focus: Storytelling and Social (Re)Action to Science</b>	Read Dahlstrom, M. F. (2013). Using narratives and storytelling to communicate science with nonexpert audiences. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 111(4), 13614–13620. <a href="https://doi.org/10.1073/pnas.1320645111">https://doi.org/10.1073/pnas.1320645111</a>  Activity: Create something (a map, an infographic, a poem, a 60-sec oral presentation) that summarizes the overlaps Dahlstrom sees between narrative and scientific research. Then, explain where you do and do not agree with this interpretation of STEM communication.
<b>Week 3, Aug 31–Sept 5</b> <b>Focus: STEM and Narrative</b>	Read (Excerpt). Olson, R. (2019). <i>Narrative is everything: The ABT framework and narrative evolution</i> . Prairie Starfish Production. Pgs. 4-6; 178-202.  Activity: Create a paragraph or 45-sec recording response reacting to this ABT method. Do you think this idea holds water? Or, is there a better framework for communicating scientific work?
<b>Week 4, Sept 6–12</b> <b>Focus: Strategies for Scientific Storytelling: The ABT Narrative Framework</b>	Choose a scientific article—it can be any article—and create an ABT phrase that summarizes the narrative of that article. Then complete a short response to the following questions: <ul style="list-style-type: none"> <li>• What are advantages and disadvantages to using the ABT framework to summarize research?</li> <li>• In what ways do you see the writer telling the story of this research? Where are those moves happening within the article?</li> <li>• What other aspects of writing go into “telling the story” of this research?</li> </ul>
<b>Week 5, Sept 13–19</b> <b>Focus: Applying ABT</b>	Watch Sridhar, M. (2013, Aug 30). The power of effective data storytelling. <i>TedX</i> . <a href="https://www.youtube.com/watch?v=0e52QfQngrM">https://www.youtube.com/watch?v=0e52QfQngrM</a> (15 minutes long)  Activity: Revisit the article you wrote the ABT for last week, and identify the following elements in the same draft: the problem, the solution, the inputs.
<b>Week 6, Sept 20–26</b> <b>Focus: Strategies for Scientific Storytelling: Problem, Solution, Inputs</b>	Activity: Thinking about the project: investigate the genre you want to work in, make a list of what makes for a strong example of this kind of text. Brainstorm your audience and purpose. Consider why you want to tell your story in this way. Come to class with a page of thinking notes.
<b>Week 7, Sept 27–Oct 3</b> <b>Focus: Ideas workshop</b>	Read Rodríguez Estrada, F. C., & Davis, L. S. (2015). Improving Visual Communication of Science Through the Incorporation of Graphic Design Theories and Practices into Science Communication. <i>Science Communication</i> , 37(1), 140–148. <a href="https://doi.org/10.1177/1075547014562914">https://doi.org/10.1177/1075547014562914</a>  Activity: <i>Show and Tell</i> . Find two examples of visual designs from your field—one good and one bad.

<p><b>Week 8, Oct 4–10</b>  <b>Focus: Visual Design and Storytelling</b></p>	<p>Read Last, Suzan. (2019). Chapter 3: Document Design. In <i>Technical Writing Essentials</i>. Pressbooks, <a href="https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/">https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/</a></p> <p>And view these infographics on designing accessible visuals made by UKHomeOffice: <a href="https://ukhomeoffice.github.io/accessibility-posters/posters/accessibility-posters.pdf">https://ukhomeoffice.github.io/accessibility-posters/posters/accessibility-posters.pdf</a></p> <p>Activity: Take a document you have created in the past or are currently developing. Save a “before” version. Now, revise it enacting Last’s principles of document design and save an “after” version. Be prepared to discuss the differences you observe across these drafts.</p>
<p><b>Week 9, Oct 11–17</b>  <b>Focus: Document designs</b></p>	<p>Read Zaringhalam, M., Wu, K. J., Barker, K., &amp; Neely, L. (2019, Dec 9). At the story collider, reimagining what science can be. <i>Medium</i>. <a href="https://medium.com/stem-and-culture-chronicle/at-the-story-collider-reimagining-what-science-can-be-4c57f7377312">https://medium.com/stem-and-culture-chronicle/at-the-story-collider-reimagining-what-science-can-be-4c57f7377312</a></p> <p>Activity: “Science is not studied in a vacuum. The pursuit of knowledge is a human endeavor, one tied to culture, community, passion, personal stakes, and the inherent narrative of existence.”</p> <p>Do you agree with how this article characterizes scientific work? How would you explain your discipline to others? In what ways can we make our fields of study richer and more diverse?</p>
<p><b>Week 10, Oct 18–24</b>  <b>Focus: How the Stories We Tell Shape our Communities</b></p>	<p>Prepare a first draft of your final project by November 1<sup>st</sup>. You will get two forms of feedback: a peer review activity will help you craft and receive feedback from your peers, but you will also have a one-on-one conference with me.</p> <p>By the end of the week, email Dr. Amy (<a href="mailto:Amycicchino@auburn.edu">Amycicchino@auburn.edu</a>) with <u>three</u> potential times you could meet next week for a 20-minute project conference.</p>
<p><b>Week 11, Oct 25–31</b>  <b>Focus: Developing our Stories</b></p>	<p>Post a draft of your work in for peer review to the Canvas Discussion Board.</p>
<p><b>Week 12, Nov 1–7</b>  <b>Focus: Peer Review</b></p>	<p>Revise your draft using the feedback that you received.</p>
<p><b>Week 13, Nov 8–14</b>  <b>Conferences with Dr. Amy. No formal class.</b></p>	<p>Revise your draft using the feedback that you received. Post your near-perfect draft on Canvas for the digital showcase.</p>
<p><b>Week 14, Nov 15–21</b>  <b>Focus: Telling Our Stories: Come together for a digital showcase.</b></p>	