NRS 543: Public engagement with science
Spring 2017 Final Action and Analysis Paper
35% of course grade

Due dates:
Individual conferences: Thursday, February 23
Pitch presentations: Tuesday, March 21; Thursday, March 23; Tuesday, March 28; and Thursday, March 30
Do something: Saturday, April 1 – Sunday, April 30
Final paper due: Thursday, May 4 by 11:59pm (via email to both instructors)

Project description:
In lieu of a final exam, students will create and execute an action that engages some segment of the public with some aspect of scientific research or management, and then write a 10-pg. analysis and justification of the action based extensively on the course readings. (Students may work in groups on these action projects, but each student should write up her own final paper.) Examples of projects might include a citizen science data collection, a public meeting about environmental legislation, a public lecture about current research, a short video, an article in a venue like 41°N, or an educational activity for a local school. This project offers you the chance to test your newfound skills in public engagement and science communication, engaging a real audience in research that interests you in some consequential way. A number of smaller assignments throughout the semester will build towards this final action, including a graded proposal/pitch presentation.

Learning outcomes:
- Apply relevant academic theory to analyze real-world cases
- Write extended summaries and analyses
- Plan and present a polished collaborative oral presentation
- Create and execute an audience-aware public intervention in a science-related topic

PART ONE: MEET WITH YOUR PROFESSORS

During week five of the course, you will meet with either Dr. Druschke or Dr. Sheely (either individually or in small groups that you hope to work in for the final project). This is a chance to brainstorm final project ideas with your professors. You should come into this meeting with some ideas for a final project. Your professors can help you clarify and refine and point you towards existing resources on or off campus.

PART TWO: PRESENT YOUR IDEAS TO THE CLASS

In weeks nine and ten, (just after spring break), each student (or group of students working together) will offer a brief pitch presentation to the class, pitching your final project idea to the rest of the class. Each presentation should last ~7 minutes and include just a few .ppt slides. Your pitch presentation should include your big idea, the exigence you're responding to, your potential audience, the desired outcome of your action, the potential assessment mechanism, the existing resources you can build from, and questions you have for the class to help shape your idea. We'll spend some time after each presentation brainstorming as a class and providing feedback to help shape the final project.

PART THREE: DO SOMETHING!

During the month of April, each student (or group of students) should design and execute a consequential action/intervention that engages some specific segment of the public with some facet of science in some way.

Be thoughtful! Be deliberate! Take your time! Do something! Be great!

PART FOUR: TELL US ABOUT IT! (in 10 pgs., double spaced, plus supporting documentation)

In lieu of a final exam, during finals week each student will submit a ten-page (double-spaced) analysis to Dr. Druschke and Dr. Sheely that:

- describes—IN DETAIL!—the preparation for, execution of, and consequences of your action, including your employment of backwards design, the BIIF framework, a logic model, or something similar.
- analyzes the action taken including a consideration of:
    - why this was the best possible action to take given the situation and any constraints (what other alternatives did you weigh? why did you choose this one?)
    - a description of the situation you were hoping to intervene in
    - the specific audience that you targeted and why this was the appropriate audience – what do they know about the issue? what do you know about them? how did you work to connect to them specifically?
    - the potential intended and unintended consequences of the action
    - the particular content, design, and delivery choices and their connections to desired consequences
    - how this action exemplified the learning you did in this class (this should be the majority of your paper!)
    - what the specific exigence was that you were reacting to and why you addressed this exigence in this particular way
    - how you assessed or evaluated the success of your action and how satisfied you are with the outcome
- attaches documentation of the action (photos, outreach materials, lesson plans, etc.)

The "A" project will:

- Explain precisely why you chose the action, including an explanation of what was gained or lost through this choice. Why was this action appropriate to the issue, the exigence, the course, and the student? How did you prepare for potential intended or unintended consequences?
- Describe in specific detail the action taken and include (as an appendix) documentation of that action. Discuss why or why not this action achieved the desired outcome.
- Draw heavily from multiple course readings, including specific concepts, ideas, quotes, and theories. Students will use the course readings to complicate, clarify, or analyze their action, and use their action to test, complicate, or clarify course readings.
- Be grammatically and syntactically flawless.
- Be imaginative, lively, informative, and consequential.
- Please refer to the scoring rubric for more details on the evaluation of your analysis paper.