APPENDICES

Appendix A. Summary of the Real-World Writing Project assignments

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| **Assignment** | **Assignment Goals** |
| Proposed plan | Write a short proposal describing the final product, including the targeted audience, the significance of the work to the public health field, and potential visual to be included |
| Draft 1 | First draft of product, including text and a visual element (such as a table, figure, photograph, or diagram) |
| Peer review | Peer review of a classmate’s draft using the below procedure:   1. Reviewer meets with writer briefly so the writer can introduce the project-- the audience, the purpose and the requested format including the writing conventions they followed (such as a formal tone). The writer specifies what they would like the reviewer to focus on in their review (optional). 2. The reviewer starts by skimming the writer’s product without commenting, then goes through again carefully to complete the peer review form with their comments. 3. Finally, the reviewer discusses their comments with writer. |
| Draft 2 | * The second draft incorporates peer reviewer suggestions that writer found helpful. * A reflective cover sheet is included, which describes which peer reviewer comments were most helpful, the biggest substantive changes the writer made in this draft, and how the writer thinks these changes improved their paper. If the writer felt that none of the reviewer’s suggestions were helpful, the writer should provide 2-3 examples and explain why each was not helpful. |
| Draft 3 | * The third draft should incorporate the instructor’s suggestions that the writer found helpful * Reflective cover sheet (same as in draft 2) |
| Draft 4 | * The fourth draft should incorporate the community partner’s suggestions * Reflective cover sheet (same as in draft 2) |

Appendix B. Summary of communication with partners and student project selection.

* We (the instructors) recruited community partners through our own contacts as well as the Public Health Practice office of XXX and the XXX Center. A range of organizations were recruited including non-profit organizations, businesses, health departments and other health agencies, academic institutes and others. All organizations had a public health focus, but we defined public health broadly. Examples of different types of community organizations include senior centers, those focused on sustainability, and local food.
* We sent an email invitation to potential partners with an overview of the program, including the type of products they could request and the expected timeline. This invitation listed examples of the type of products suitable for this project (e.g., a fact sheet or blog post), specified that a visual element was required and cited a maximum length of about 3 pages. We also listed types of products that are not suitable for the program, for example, literature reviews and original research manuscripts. Finally, we were clear that not all projects are selected by students.
* We provided an online registration form link in the recruitment email. The form collected contact information, the type of document being requested, the purpose of the document, the intended audience, whether the partner had specific ideas about the type of visual element they wanted, whether the partner required or suggested background reading, and whether a site visit was required, optional or not available. An example of the document type partners requested was also solicited.
* We created a catalog that contained all information about each project for students. Students were given two weeks to browse projects. We made an online signup sheet available to students at a designated signup date and time period and students chose projects on a first-come, first-served basis. Students were advised to identify their top three choices and if their first choice was taken, they selected their second or third choice. There were more projects than students (some projects did not get chosen).
* After the designated sign up period, we “closed” the sign up form (modified it to be uneditable). Immediately after the sign up period, we notified all partners about whether their project was selected. If their project was selected, we reminded them about the timeline and told them that they should contact us if they didn’t hear from their student within two weeks. We told partners with unselected projects that we would offer project registration the following semester.
* Students communicated with their partners throughout the semester as follows: students met with partners on the phone or in person to discuss expectations, and then followed up with their partner via email to confirm their understanding of the project. We intervened as necessary when there were misunderstandings or problems between students and community partners.
* Students sent a draft to their community partner after multiple revisions within the class. Partners provided comments within two weeks and students sent their final product with partner comments incorporated.
* We sent partners online evaluation links after they received their final products.