








Wk	Template: persuasive writing using scientific evidence														
13 Apr 3 to Apr 8	Final Essay – Applying persuasive scientific evidence techniques Objective: write a minimum of three paragraphs developing a persuasive argument either for hotdogs or chips. Quickly submit a draft to engage instructor iterative process with furthering your arguments, logic, and evidence. Learning Objectives: <ol style="list-style-type: none"> 1. strong vs weak thesis 2. strong vs weak follow-through 3. strong vs weak writing 4. good vs bad logic 5. good vs bad evidence 6. clear vs unclear 7. wordy or redundant Steps: <table border="1"> <tr> <td>14.read</td><td>4/12</td><td></td><td>Scientific articles, chips and hotdog language</td></tr> <tr> <td>14.write</td><td>4/16</td><td>review.1</td><td>Draft.1 essay due on 12th; gets returns with edits</td></tr> <tr> <td>14.write.reflect</td><td>4/16</td><td>review.2</td><td>Draft.1 essay due on 12th; gets returns with edits</td></tr> </table> Scientific article compendium <div> <div> wki.13.the_world's_worst_smell.pdf</div> <div> wk.13.Understanding children s voices abouworker s hotdog and</div> <div> wk.13.The white f</div> <div> wk.13.Putrid.Fetor.pd</div> <div> wk.13.potato.chip.lan guage.pdf</div> <div> wk.13.neuron.is.hotd og.a.sandwich.pdf</div> <div> wk.13.article.thousan d.way.say.delicious. 2l</div> </div> Note: per in-class agreement, all assignments for weeks 13, 14, and 15 are all cancelled with all points concentrated in this essay.			14.read	4/12		Scientific articles, chips and hotdog language	14.write	4/16	review.1	Draft.1 essay due on 12th; gets returns with edits	14.write.reflect	4/16	review.2	Draft.1 essay due on 12th; gets returns with edits
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<div data-bbox="90 212 168 268">13</div> <div data-bbox="107 285 152 342">Apr 3</div> <div data-bbox="107 380 142 405">to</div> <div data-bbox="107 443 152 499">Apr 8</div>	<div data-bbox="201 233 727 264" data-label="Section-Header"> <h2>Scientific evidence techniques</h2> </div> <div data-bbox="201 285 1442 903" data-label="List-Group"> <ol style="list-style-type: none"> 1. Lookup 2-3 suitable scientific articles <ol style="list-style-type: none"> 1.1. read abstract, introduction, discussion 1.2. write down key words 1.3. grok unknown and confusing words 2. Use <u>ontological</u> categories to focus your content generation <ol style="list-style-type: none"> 2.1. write kernel sentences 2.2. simple, declarative, and active (Chomsky). <ul style="list-style-type: none"> ▪ AI is not dangerous to your health ▪ evidence indicates hotdogs cause cancer 3. JAM substrate for 20 minutes <ol style="list-style-type: none"> 3.1. timer for 20 minutes; no electronics 3.2. focus and rapidly write <ul style="list-style-type: none"> ▪ put all read key words into a category ▪ doing well? perform 10 more minutes then stop 4. Use “big words.” persuasive problem-solving requires technical terms <ol style="list-style-type: none"> 4.1. Emphasize findings by combining them with a powerful action phrase. <ul style="list-style-type: none"> ▪ AI is not dangerous to your health </div> <div data-bbox="688 942 1073 974" data-label="Section-Header"> <h2>Ontological categories</h2> </div> <div data-bbox="250 978 1552 1913" data-label="List-Group"> <ol style="list-style-type: none"> 1. Introduction: <ul style="list-style-type: none"> • State argument, provide context/background on topic, including current debates/research, issue significance. 2. Scientific Evidence: <ul style="list-style-type: none"> • Clearly present evidence supporting argument, summarizing relevant research with data/statistics/examples. Ensure credible, reliable, up-to-date evidence with correct sources cited. 3. Analysis: <ul style="list-style-type: none"> • Critically evaluate scientific evidence with arguments, discussing strengths/weaknesses, limitations/gaps, and addressing counterarguments/alternative perspectives. 4. Implications: <ul style="list-style-type: none"> • Discuss consequences of argument and scientific evidence for topic, including broader significance, potential impact on policy/practice/society, and practical/theoretical implications. 5. Conclusion: <ul style="list-style-type: none"> • Summarize argument and supporting scientific evidence, restate topic's importance and implications, and provide call to action/suggestion for future research or action. 6. References: <ul style="list-style-type: none"> • List scientific studies and sources cited in argument, using appropriate citation style. </div>

Wk	Lecture: Using scientific research and evidence
<div data-bbox="89 142 170 205">12</div> <div data-bbox="110 216 162 279">Mar 26</div> <div data-bbox="110 310 146 342">To</div> <div data-bbox="102 373 154 436">Mar 31</div>	<p data-bbox="203 163 1550 331">Scientific research provides a systematic and rigorous way of gathering and analyzing information about the world around us. Researchers use scientific methods to test hypotheses and theories, generate new knowledge, and provide evidence to support or refute claims.</p> <p data-bbox="203 380 1550 590">Evidence-based practice (EBP) uses scientific evidence to inform occupational practices, re-engineering, and quality improvement. It's controversial, as scientific evidence can require scientific training and other forms of specialization. Outcomes, albeit similar, may need to represent the current environment in question adequately.</p> <ol data-bbox="251 638 1550 1780" style="list-style-type: none"> 1. Scientific research can inform decision-making by assessing the use of interventions, treatments, and policies shown to be effective through rigorous testing. Evidence-based practice involves the best available evidence to guide decision-making rather than relying solely on personal experience, intuition, or tradition. 2. The higher-level principle is to countermand a culture of "Beaver knows best," a.k.a. we can fix it or figure it out ourselves. 3. The movement towards EBP is to encourage or even require professionals and other decision-makers to pay more attention to evidence to inform their decision-making. The goal is to eliminate unsound and outdated practices in favor of more-effective ones by shifting the basis for decision-making from tradition, intuition, and unsystematic experience to firmly grounded scientific research.[2] 4. To use scientific research for evidence-based practice, selecting relevant, valid, and reliable studies is essential to critically evaluate the methods and results of studies to determine their quality and relevance to the question at hand. Researchers may also conduct meta-analyses or systematic reviews, which involve pooling data from multiple studies to provide a more comprehensive view of the evidence. 5. Using evidence-based research improves the quality of arguments and persuasive communication by providing new facts and information grounded in rigorous scientific methods. Ensure decision-making based on the best available evidence. <p data-bbox="203 1793 349 1814">References:</p> <ol data-bbox="203 1822 1550 1900" style="list-style-type: none"> 1. EBP, retrieved from https://en.wikipedia.org/wiki/Evidence-based_practice 2. Leach, M. J. (2006). "Evidence-based practice: A framework for clinical practice and research design". International Journal of Nursing Practice. 12 (5): 248–251. doi:10.1111/j.1440-172X.2006.00587.x. ISSN 1440-172X. PMID 16942511. S2CID 37311515.