**Communication: Present a Briefing**

**NOTE: This is taken from my LMS page- I have noted areas where you will need to fill in experiment/course-specific information**

**Purpose**

Regardless of your eventual career path, chances are that at some point, you may need to explain results of a project and defend why the project is worth continuing. Some examples for of this could be:

* Explaining the results of the Phase I clinical trial for a new wonder drug and why it is worth moving to Phase II
* Explaining what research results have been accomplished in the first year of your five-year, multi-million dollar grant and why the project is worth continuing to fund
* Explaining the progress on a defense (or really any) contract and why you will not be able to meet the initial agreed upon deadline, but it is still worth continuing the contract

**Who is your target audience?**

While it may be easy enough to explain these items to people in the same field, or with the same level of experience as you, unfortunately this is often not the case. Many times, briefs are given and/or written for non-academics: policymakers, analysts, practitioners, CEOs, or other decision-making positions. These are professionals, you are not presenting results to the general population; they are just not experts in your field. Additionally, they tend to be busy. ☹

Your goal becomes explaining what you have accomplished and why it is worth continuing, and doing it in a very short period of time.

**When is a researching briefing appropriate?**

Policymakers, practitioners, and stakeholders are interested in research as it progresses. As many projects are performed on a multi-year timescale, regular updates are necessary to ensure everyone involved in on the same page and on the right track. You can provide a briefing at any stage and many projects will have numerous briefing throughout the duration.

A text overview of this assignment and information on this page may be found here (hyperlink to *Briefing How-To* document). The specific scientific analysis points for the data set can be found in the interactive lecture (hyperlink to LMS page with lab lecture for virtual labs or to lab procedure).

 **Task**

Your task for this assignment is to insert objective for the experiment and present your analysis in a briefing.

**Frequently Asked Questions**

* + **What format should the final briefing be in?** Your choice! (kind of)
		- Written briefing
			* Although technology has allowed for virtual "face-to-face" meeting to become commonplace, there are times when you may need to put together your brief as a document that can be emailed to those involved.
			* For this option, you will select the Word Document template below and fill in the sections with the results from your analysis. Do not forget to reference information you may need to search for to complete the assignment.
		- Meeting presentation
			* Whether you are truly in the same room or not, briefings can also be given via PowerPoint presentations during a meeting.
			* For this option, you will select the PowerPoint template below and complete the sections. You will notice there is much less text required for you to fill in with this option because you will be talking through the points as opposed to relying on others reading it for themselves. However, *less text does not mean less work*.
			* Record yourself talking through the PowerPoint presentation (should be no longer than insert time limit min). Your recording does not need to show your face, simply the slides and your voice.
	+ **How should I structure my research briefing?** Regardless of which format you choose, your brief must contain five main parts.
		- Title
			* Keep it short
			* Make catchy- consider using an usual phrase or a question
			* Be sure it is relevant to the topic
		- Summary
			* What are the main points you want your audience to understand if they do not have time to read the entire document?
		- Key points and findings
			* Unlike your conventional lab report, a research briefing puts the main conclusions up front and easy to find!
		- Introduction
			* Grab the reader’s attention, introduce the topic, and explain the importance
			* Introduce the topic, explain the importance, give basic background and context, outline why your research is relevant
		- Body (main text)
			* Ask yourself: What problem does the research address? What conclusions were you trying to find? What did you find? What will be of interest to your audience? What do you want them to do as a result of reading your briefing?
			* Remember, this is not about shrinking down a full report or article; it is about deciding what items are most important. After each paragraph, ask yourself “so what?”
			* Guide the reader: Use subheadings, short paragraphs, graphs or illustrationsas needed to support your findings
			* Use clear, easy to understand language. Avoid extremely technical or discipline-specific jargon.

(This course is graded using a specifications-based grading system) If you are working toward the A or B Grade Bundle, this assignment provides an opportunity to respond to the briefings of others in your cohort. Remember our class contract- replies should *be respectful* and *contain constructive feedback* for the author. Read/watch the briefing and answer the following questions:

* + Do you feel that their summary and key points would be sufficient without the rest of the briefing?
	+ Did their briefing convince you insert objective of the experiment here? Why or why not?
	+ Is there information presented that is not clear to you as a reader?  What is unclear for you?

 **Criteria For Success**

Briefing Submission (DUE:\_\_\_)

* To complete this assignment at a *satisfactory* level, a student will
	+ Upload your briefing as a discussion reply
		- Written brief template (link *Written Brief* template)
		- Presentation brief template (link *Presentation Brief* template)
	+ Meets all criteria presented in the rubic for briefing submission (link *Brief Rubric*)

*Optional*: Response to Peers (DUE: \_\_\_)

* To complete a reply at a *satisfactory* level, a student will
	+ Thoughtfully answers the reply questions presented in the task section. Questions should not be single-word answers.
	+ Builds on peers’ contributions by presenting logical challenges and/or supports the author's original viewpoints.
	+ Follows grammar conventions. The writing is concise and easy to read.