1. Course Proposal (approx. 250-500 words)

What is the topic of the work? What methodology is being used? What is the expected final product?

I am studying the conflation of sex and gender in popular North American sex and reproduction textbooks. Sex and gender are often conflated, but they are two separate concepts. Sex relates to the biological characteristics of an individual, while gender is a socially constructed concept. It is extremely important that educational materials do not make these mistakes, as textbooks should be a safe place for students to find accurate and inclusive information regarding their bodies and health. While reading these textbooks, I will be coding for instances of overt conflation as well as instances of unnecessarily gendered language. I have defined the codes as follows: C (Conflated Sex and Gender) - Used gendered language (e.g. man/woman) to define or discuss biological traits, associating an anatomical feature with a specific gender identity. Sex and gender were treated as one. U (Unnecessarily Gendered Language) - Used gendered language to describe information that pertains to all people, regardless of gender identity. Gender neutral language would be most correct. I will be developing a database with information on the frequency of C and U codes throughout these textbooks, focusing on the anatomy chapters of each textbook because these chapters have the largest quantity of instances of conflating sex and gender. After data collection and analysis, I will be creating a poster to be presented at the Society for Personality and Social Psychology (SPSP) research conference, strengthening my academic communication skills. After presenting at the SPSP conference, I will work on developing my academic writing skills by drafting a manuscript for publication using the data that I have collected. In addition, I plan to create an annotated bibliography to help sharpen my research skills and learn more about the conflation of sex and gender.

2. Meeting Schedule

Students and advisors are encouraged to meet weekly. Provide either a general meeting plan (e.g. Mondays at 1pm) or a list of exact meeting dates/times if meetings will be held on an irregular schedule.

This research project is part of a larger research group that Dr. Jordan leads called RESET. RESET meets every 3 weeks on Fridays, and I meet individually with my research partner to discuss our specific project multiple times a week depending on our schedules and what deadlines are coming up. I normally meet with my research partner about 2-3 times a week, and we check in with Dr. Jordan a couple times a month depending on questions or upcoming due dates.

3. Assignments, Due Dates and Assignment Evaluation Rubrics/Grading Schemes*

Please list all the individual assignments students will be responsible for completing throughout the semester (e.g. background research, data collection, annotated bibliographies, drafts, final papers, etc.) as well as each associated deadline and attach the evaluation rubric or grading scheme that will be used to evaluate and/or grade each assignment. Make sure that these rubrics/grading schemes provide students with a clear set of guidelines/expectations for each individual assignment.
Create a poster to display data findings (Jan 27th)

Present poster at the Society for Personality and Social Psychology 2021 Virtual Convention (Feb 11)

Write a blog post about the conference experience for the UHP Blog (Due Feb 19th)

Outline a manuscript for eventual publication (Due Mar 1st)

Manuscript annotated bibliography (Due Mar 22nd)

Manuscript draft (Apr 12th)

Final manuscript (May 10th)

ANNOTATED BIBLIOGRAPHY RUBRIC

Overview:

The researcher will create an annotated bibliography of important works in their field of study. This bibliography will serve to educate the researcher and the reader about the themes of the research, and it will be used for future writing projects. The bibliography should be carefully curated to include a mix of sources that present distinct findings, and annotations should describe the work and connect each piece to the main themes of the research.

Overall Content- 30%

Sources are all high quality and either peer-reviewed or substantially vetted

Each source relate well to the research themes

The collection of sources together creates a broad view of the field with multiple distinct findings presented

A mix of primary and secondary source materials are included

At least 10 sources are included

Annotations- 50%

Annotations connect each source to the main research questions

Descriptions of research studies include the purpose, methods, and key findings

Information from sources is correctly interpreted and paraphrased- no direct quotes

Document is easy to read and lacks typos or grammatical errors
Citations- 20%
Sources are properly cited using APA format and presented in alphabetical order

POSTER RUBRIC

<table>
<thead>
<tr>
<th>Emphasis on graphics (minimal text) yes / no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective use of white space and clean layout promotes easy viewing yes / no</td>
</tr>
<tr>
<td>Colors and fonts capture attention but do not distract from content yes / no</td>
</tr>
<tr>
<td>Includes an original figure yes / no</td>
</tr>
<tr>
<td>All work is cited properly, both in text and in the references yes / no</td>
</tr>
<tr>
<td>Appropriate titles and section headings are used yes / no</td>
</tr>
<tr>
<td>Poster is free from grammatical or spelling errors yes / no</td>
</tr>
</tbody>
</table>

MANUSCRIPT RUBRIC

Content 65%

5 - Title conveys the major question or conclusion of the paper clearly

10 - Abstract gives compelling rationale and concise overview of major findings

10 - Introduction provides rationale, context, and necessary foundational information to understand body of paper

10 - Research studies are correctly interpreted and findings are clearly described

10 - Each main point is supported by several primary sources that provide distinct, complementary, and relevant information
10 - Connections are drawn between related sources to present a holistic view of the field (not just a march through a series of research papers)

10 - Conclusion synthesizes main points and offers a view of future or alternate paths for the research

**Writing / Structure 35%**

10 - Organization of main ideas is logical

5 - Section headings are informative and clear

10 - Ideas are connected by effective transitions

10 - Document is easy to read and lacks typos or grammatical errors

**Sources 25%**

5 - Majority of sources are recent, primary publications

5 - General information is cited from appropriate (usually secondary) sources

5 - Information from sources is correctly paraphrased; no direct quotes

10 - Sources are properly cited using APA format, both in text and in works cited

4. **Final Grade Calculation***

How much weight will each assignment be given in the final grade? (For example: 25% for the annotated bibliography, 25% for the first draft and 50% for the final paper.) If needed, how will numerical grades be translated into letter grades?

**Poster - 25%**

**Annotated Bibliography - 25%**

**Final Manuscript - 50%**