Duke Research Blog assignment has several components:

- Tweet summaries, headline/lead sentences, paragraph, multiple paragraphs of non-Duke articles (to get you used to SciComm writing)
- Outline, draft, final draft of your specific Duke article

Questions to decide on as a class:

1. How much should each component count towards the 20% of your blog post grade?
    a. Discussed in class: the tweet summaries, headline, etc. (non-Duke related article stuff) is completion-based, with some weighting towards the blog post grade, but most will come from when they are doing the specific Duke article

What should we look for in a good tweet summary?

- Previously, when we looked over tweet summaries, we looked at these criteria:
    - Awareness of audience
        - Questions on “who” the tweeter was, “who” the tweeter was tweeting to, “how” you might change the tweet for a different audience
            - Mostly revealed in the language used, but left an open question about whether you “should” tweet as a scientist to the public or to your fellow scientists (or both)
            - The assignment for tweet summaries ruled out the latter b/c writing for both lay and scientist audience
    - Whether the tweet grabbed your attention and caused you to click the link
    - Whether images were used to their best effect
    - What the main point of the tweet was (and if we’re writing our own, knowing that we should be accurate to the main point of the article we’ve written)
        - I.e., did it capture the bottom line? The ‘So what?’ The ‘Why Should I Care’ component of the article?
    - Conciseness (twitter only allows for 140 or 280 characters per tweet, and we thought only academics do ‘1/14 THREAD’ comments) and appropriate language
        - While they used accessible language, no one used any unprofessional language while trying to reach their audience

- Would you add anything else based off our SciComm principles for evaluating these tweet summaries?