501 Part I: Demographic Briefing Assignment

A UW SSW Writing Center Workshop
Autumn 2021 & Winter 2022
Land & Labor Acknowledgment

We are gathering in virtual space, and in the context of a university built on stolen lands of the Coast Salish peoples. We recognize the Indigenous peoples who have been stewards of this land for millenia, and pledge to do our part to care for the land and waterways.

We recognize the unpaid and underpaid labor of enslaved Africans, the incarcerated, migrant farmers, and many others upon whose work our country was founded, and pledge to support the fight for reparations and fair labor practices around the world.

Morgan Wells
Workshop Guidelines

- Interact through the chat box or unmute yourself
- We will be recording the first part of this workshop for those who could not attend
- The presentation will be followed by a Q & A session
- Please share your full name, program (Day, EDP Weekend, EDP Evening, etc.), and year (1, 2, 3, etc.) in the chat box for us to complete or cross-reference with your registration information
  - You can also rename yourself to include your pronouns
- For closed captioning: Click “Live transcript” → “Show subtitle”
Disclaimer

- Always refer to your instructor for final say in structure, expectations, and due dates.
- These slides are meant to supplement recorded workshop materials. Please review the corresponding recording linked on our [website](#) for additional context.
Workshop Agenda

1. Assignment Overview
2. Introduction
3. Definitions
4. Data Visualization
5. Describing Data
6. Review & Resources
7. Q & A
Overview
Purpose: Find and document the scope and magnitude of an economic/social inequality through data

- **The Data:** Use demographic data from the US Census or a comparable government source or report on one or more topics as it relates to poverty or inequality

- **Analysis:** Interpret the data - make a comparison
  - Demographic comparison
  - Geographic comparison
  - Comparison over time
Introduction
Essential Elements

- Every introduction should have the following:
  - Purpose of the paper
  - Describe structure (roadmap)
- The goal of an introduction is to give the reader a bird’s-eye-view of the paper’s contents
  - Naming, not detailing (follow headers)
Voice

• Academic Standard American English Conventions:
  ○ It’s common to use third-person voice (depends on instructor)
    • e.g., “This paper investigates...”
  ○ With verbs, use active voice (does/is doing), not passive voice (being done/is done).
    • Passive = Yoda speak
    • e.g., “This paper investigates poverty...”
  • Not “Poverty is investigated by this paper...”
This paper explores the racialized discourse that underscores Voter ID laws through a look at the history of voting legislation and the theoretical frameworks surrounding voting laws. The scope of this paper includes Black voter turnout in four states: Wisconsin, Georgia, Pennsylvania, and Iowa. Black voter turnout is compared between the 2012 and 2016 presidential elections. Wisconsin and Georgia enacted new strict voter ID laws in preparation for the 2016 election. Pennsylvania and Iowa did not enact voter ID laws in either of the two elections. This paper hypothesizes that the change in Black voter turnout between the 2012 and 2016 presidential elections is impacted by Voter ID laws. The two states with an addition of voter ID laws in the 2016 election, Wisconsin and Georgia, will have a greater reduction of Black voter turnout than the states without voter ID laws.
Definitions
Using Definitions

- Define all of your terms and major concepts—don’t assume the reader already knows what you’re talking about
- Discuss the source of the data and how and when it was collected
- Discuss limitations of data as needed
Sample Definitions

*Black voters* can be defined as anyone who has ethnic origins in the continent of Africa or who identify as Black or African American. *Voter turnout* is defined as eligible voters who cast a ballot in a political election. While there are nuanced changes between states on what a voter ID law entails, this paper will use the term *voter ID law* to refer to a state mandated presentation of a government-issued photo identification before the allowance to cast a ballot. *Voter Suppression laws* refer to any laws that create barriers for eligible voters to cast a ballot. *Black coded laws* refer to historically restrictive laws that inhibit the freedoms of African Americans. Voter suppression laws and *voter restriction laws* can be used interchangeably. *Voter fraud* refers to any meddling with the election process or voting results. Voter fraud can include illegal voter registration, tampering with voting equipment, voter impersonation, or vote buying.
Data Visualization
Visualization as a Tool

- Using figures (tables, graphs, or charts) to display your data may assist the reader in understanding the data.

- Visuals may enhance or clarify your point; as a tool for persuasion, these can be powerful (and manipulated - look at them critically).

- Tip: Percentages (%) may make comparisons easier to understand.
Figures

- Number each figure
- Give a concise title in italics
- Put citation below figure
- Explain/interpret the data below the graphic
- Is the data clearly represented in your graphic? Check-in with yourself and your peers
- Use clear, neutral language
Sample Figure

Figure 1
Black Voter Turnout Across States: A 2012 and 2016 Comparison

Note. Black voter turnout statistics for each state were collected from a comprehensive analysis published in 2017 by the Center for American Progress, a nonpartisan policy institute. The Center for American Progress collected raw data for their analysis from the Census Bureau and the American Community Survey (2012 and 2016).
Tables

- Format your visual clearly or your reader won’t understand your message

- APA general formatting
  - Table #
  - Title
  - Subheadings
  - Notes

Table 1

<table>
<thead>
<tr>
<th>Woodchuck</th>
<th>Wood chucked (in kg)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>423.9</td>
<td>94.2</td>
</tr>
<tr>
<td>2</td>
<td>373.0</td>
<td>82.9</td>
</tr>
<tr>
<td>4</td>
<td>347.0</td>
<td>77.1</td>
</tr>
<tr>
<td>6</td>
<td>411.3</td>
<td>91.4</td>
</tr>
</tbody>
</table>

Note. Each virtual woodchuck received a 450-kg woodpile. Woodchucks 3 and 5 were removed from the analysis because they would not chuck wood.

Table 2

<table>
<thead>
<tr>
<th>Subhead</th>
<th>Column Head</th>
<th>Column Head</th>
<th>Column Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1</td>
<td>123</td>
<td>234</td>
<td>17.6</td>
</tr>
<tr>
<td>Row 2</td>
<td>456</td>
<td>567</td>
<td>31.1</td>
</tr>
<tr>
<td>Row 3</td>
<td>789</td>
<td>891</td>
<td>51.3</td>
</tr>
<tr>
<td>Row 4</td>
<td>1368</td>
<td>1692</td>
<td></td>
</tr>
</tbody>
</table>
Describing Data
Figures in Text

- Don’t describe all of the data in the figure. Give the highlights!
- ALWAYS refer to the figure number: “Figure 1 shows...”
  - NEVER: “The figure on page three...” or “The figure above shows...”
- Use numerals (1, 2, 5) to refer to figure numbers, not words (one, two, five)
Numbers & Words

- Use numerical numbers instead of written numbers when:
  - Writing about percentages or other statistics
  - Referring to a numbered table
  - Numbers refer to population sizes or ages
  - The number is 10 or above

- Use words and numbers when:
  - You’re rounding a number (e.g., nearly 7 million)
  - You're using numbers together in a potentially confusing way (e.g., nineteen 14-year-olds)
Sample Description

Figure 1 presents the differences in Black voter turnout between the 2012 and 2016 elections across the four states of Wisconsin, Pennsylvania, Iowa and Georgia. Black voter turnout was higher in the 2012 election in every state except Pennsylvania which saw no significant change in voter turnout between 2012 and 2016. It is notable that Wisconsin voter turnout was significantly lower in the 2016 election compared to the 2012 election with a drop in 19 points from 74% in 2012 to 59% in 2016 (Griffin, 2017). There was also a notable difference in Black voter turnout in Georgia where the turnout decreased three percentage points between 2012 and 2016. The two states with voter ID laws enacted after the 2012 presidential election and before the 2016 presidential election, Wisconsin and Georgia, had the lowest Black voter turnout in 2016.
Assignment Outline

I. Introduction
   A. Context - What is the problem?
      1. Background information
   B. Roadmap - What will I discuss?
      1. Scope and magnitude (prevalence) - So what?
   C. Thesis statement/Empirical question

II. Definitions and operationalizations
    A. Key terms, defining categories (Census Bureau glossary)
    B. How did they get the data?
    C. Limitations

III. Data visualization

IV. Describe the data
    A. What is relevant to your question?
    B. Highlight key information
Helpful Tips

● Focus on organization
● Use headings & subheadings
● Use shorter sentences when possible
● Back up claims with data and citations. Root yourself in the research
● Review syllabus for formatting expectations
● This assignment is made up of different pieces. Each piece doesn’t need to be perfect!
Writing Support at UW

School of Social Work Writing Center

- Check out the Writing Center website to make an appointment, get Zoom links, and find helpful resources like workshop slides/recordings: socialwork.uw.edu/students/services/writing-support
- Email sswwrite@uw.edu for any questions!
- Upcoming Events:
  - Business Casual Weekend Writing Circle: Resume & Cover Letter Edition – Sunday, 2/13 from 12-1:30 pm
  - Check Canvas announcements for weekly updates
The Writing Team

Kylie Brief (she/they)
Booking Calendar: go.oncehub.com/KylieBrief
Services:
- Virtual 1:1 sessions
- Virtual drop-in advising (Thursdays from 5-6 pm)

Erin Bernardy (she/her)
Booking Calendar: go.oncehub.com/ErinBernardy
Services:
- Virtual 1:1 sessions
- Virtual drop-in advising (Saturdays from 2-3 pm)

Marissa Rodriguez (they/she)
Booking Calendar: go.oncehub.com/MarissaRodriguez
Services:
- Virtual 1:1 sessions
- Virtual drop-in advising (Fridays from 11 am-12 pm)
Lynly Beard (she/her) can help with:

- Course-specific guides
- Focusing a research topic
- Identifying and evaluating sources
- Searching library databases effectively
- Using citation management tools
- Creating data visualizations

guides.lib.uw.edu/hsl/lynly
lynly@uw.edu