

ENC 3453: WRITING IN THE HEALTH PROFESSIONS || ONLINE

Section: 20179 / AB24

Instructor: TBA

Email: TBA

Office Hours: TBA

COURSE DESCRIPTION

Medical professionals have a special obligation to communicate without ambiguity, either in the written or spoken word; they depend on their communication skills to interact productively with other medical experts, their colleagues, clients and their families, and the public at large. This course will provide students with the opportunity to participate in a range of activities focusing on researching, processing, and sharing medical information with others. Given our current evidence-based medical culture, students will learn to do research using medical databases and other research tools, as well as discovering how best to organize and present their findings to other medical professionals. The healthcare professional must often act as intermediary between the specialized world of scientific research and the more pragmatic world of the general public.

This course is predicated on the idea that the ability to write and speak clearly are learned skills, not innate talents, which means that better communication can be learned by practice. Students will experiment with a range of communication strategies in class: lectures will be followed by focused written and oral activities that allow students to put theory and strategies into practice. We will read and dissect examples of good writing in order to learn from them, in addition to examining several types of medical writing. Students will also participate in a variety of speaking assignments in class, ranging from impromptu to prepared presentations.

OUTCOMES

In ENC 3453, students will learn to

- Write evidence-driven science prose
- Write for different health sciences related audiences
- Effectively revise and edit their own writing and the writing of others
- Write prose that is consistent with the conventions of standard written English
- Write and think within the current evidence-based medicine model

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher and papers must meet minimum word requirements totaling 6000 words.

REQUIRED TEXTS & TECHNOLOGIES

- There are no required texts for this class. Required readings will be provided directly in units.
- Per CLAS policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](#).
 - If you're in a noisy or distracting environment, we strongly recommend headphones with a microphone for synchronous classes.
 - All students should have access to a web cam of some kind.

MAJOR ASSIGNMENTS

Writing in the Health Professions has four major projects, each with a combination of activities and major writing assignments. In addition, we use Perusall for class reading assignments.

PROJECT 1: EBM LITERACY

This is a two part assignment in which you get to explore the process of evaluating different kinds of medical information. First, you will begin a semester long project of reading trade publications by choosing a trade publication and writing biweekly analyses. Second, you will learn the foundations of evidence-based medical literacy in the Synthesis Series assignment.

PROJECT 2: WRITING FOR ACADEMIC AUDIENCES

Taking the skills learned in Project 1, you will write a state-of-the-art review paper on a topic of your choosing. As part of this assignment, you will practicing using the academic databases and assemble a project-specific annotated bibliography.

PROJECT 3: WRITING FOR PROFESSIONAL DEVELOPMENT

Before you can become a health care practitioner, you must apply to graduate school. To this end, you will get the opportunity to write (and rewrite!) the "personal statement," the essay which likely gets your foot in the door. Because so many of the allied health professions also require internships and externships, you'll craft a résumé and cover letter to serve as models when it comes time to apply for these opportunities.

PROJECT 4: WRITING FOR PEERS AND CONSUMERS

To round out your experience of the trade literature, you will transform your academic review paper for a trade audience. Next, you will create a consumer-oriented publication using the same information as the review paper or a new topic.

GRADING

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that word counts below represent minimums necessary to achieve assignment goals, not mandatory values.

ASSIGNMENT VALUES

Project 1	Value
<ul style="list-style-type: none"> • Bullet Analyses – 100 words ea./ 3@25 pts each = 75 pts • Synthesis Paper – 500 words, 50 pts • 5 Readings – 40 pts. • Activities and Discussions – 45 pts • Trade Journal Project – 300 words ea., 150 pts 	360
Project 2	
<ul style="list-style-type: none"> • Annotated Bibliography – 500 words, 50 pts • Review Paper – 1500 words, 100 points • 1 Readings – 10 pts • Activities and Discussions – 125 pts 	285
Project 3	
<ul style="list-style-type: none"> • Resume – 100 words, 25 pts • Cover Letter – 100 words, 25 pts • Personal Statement – 100 words 25 pts • Activities and Discussions – 25 pts 	125
Project 4	
<ul style="list-style-type: none"> • Trade Paper – 750 words, 75 pts • Consumer Paper – 750 words, 75 pts • Activities and Discussions – 25 pts 	175
Course Orientation Activities and Discussions – 55 pts	55
TOTAL – 6100 words	1,000

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

It is UWP Policy NOT to round grades up or down. An 89.9 is a B+.

At the discretion of the instructor, minor assignments (homework and class activities) may be dropped from or added to the schedule. If assignments are dropped, the final grade will be calculated as a percentage of the remaining points.

REVISION OF ASSIGNMENTS

During the course of the semester, you may rewrite any one individual assignment of your choosing (your new grade will replace the previous one). In addition to the revised project, you must also write a one-page memo addressed to the instructor in which you detail what, how, and why you've revised. Revised work is due two weeks from the day the assignment is first returned to the class and students are responsible for knowing the deadline.

CONFERENCES AND WRITING STUDIO

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a better time. Having conferences on assignments is often the best way to improve the quality of final drafts. The [Writing Studio](#) also offers one-on-one assistance on writing projects and is available to students of all levels. All Writing Studio appointments will be offered online in Fall 2020.

GENERAL ASSESSMENT RUBRIC

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack

		transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

COURSE POLICIES AND PROCEDURES

Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Submission Requirements

All papers will be submitted as **MS Word (.doc, .docx) documents** to Canvas. Sometimes, pdfs will be accepted, too. Final drafts should be polished and presented in a professional manner. Because professional communication varies in document design, all papers will have specific formatting guidelines to follow. Please read these carefully and ask questions early to avoid losing points.

Papers and drafts are due online at the assigned day and time. Late papers will be penalized 10% for each day late up to 3 days; after 3 days, the paper score is 0. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the writing coach to turn in the work as soon as is feasible given the situation.

ACADEMIC HONESTY

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.**
- 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.**

(University of Florida, Student Honor Code, 8, October, 2013)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. If you are unsure if what you are doing is considered academic dishonesty, ask your instructor before turning in an assignment

The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper quotations and attributive tags, using work you have turned in to other classes without permission from the instructor, and insufficient paraphrasing.

If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor will submit the incident to the Dean of Students Office as an Honor Code violation. Punishments can vary, but the instructor will recommend failing the course. (If you commit plagiarism in the workplace, at the very least you will be reprimanded. You could also be fired or even lose your career.)

Important tip: There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when

they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

STUDENTS WITH DISABILITIES

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE) Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261 Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208 Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161 Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. Online only for Fall 2020.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

General Education Learning Outcomes: (C) and (WR)

Composition Credit: Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). To earn general education Composition credit, students will

University Writing Requirement: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, **students must complete all the major writing assignments.**

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Notes:

Week 1

- Readings
 - The Health Care Home Model: Primary health Care Meeting Public Health Goals, *American Journal of Public Health*, <https://dx.doi.org/10.2105%2FAJPH.2011.300397>
- Activities
 - Planning Memo: Your Area of Medicine
 - Course Orientation Quiz
 - Group Introductions

EBM Literacy project

Week 2

- Readings
 - History of Evidence-Based Medicine, *Indian Journal of Urology*, <https://dx.doi.org/10.2105%2FAJPH.2011.3003978>
 - Real-World Evidence – What is it and what can it tell us? *NEJM*, DOI: 10.1056/NEJMSb1609216
- Activities
 - Discussion: EBM in your field of medicine
 - Planning Memo: Trade Journal Choice

Week 3

- Readings
 - Synthesis Series Reading 1: SmartWatch by Smart Monitor, *Pediatric Neurology*, <https://doi.org/10.1016/j.pediatrneurol.2015.07.002>
 - Synthesis Series Reading 2: Day and Night Comfort and Stability on the body of four wearable devices for seizure detection, *Epilepsy & Behavior*, <https://doi.org/10.1016/j.yebeh.2020.107478>
 - Synthesis Series Reading 3: Wearable Technology in Epilepsy, *Epilepsy and Behavior*, <https://doi.org/10.1016/j.yebeh.2018.05.044>
- Activities
 - Synthesizing Sources

Week 4

- Readings -- none
- Activities
 - Bullet analyses 1, 2, 3
 - Synthesis Matrix
 - Trade Journal Entry 1

Writing for Academic Peers

Week 5

- Readings
 - A Typology of Reviews, *Health Information and Libraries Journal*, <https://doi.org/10.1016/j.yebeh.2018.05.044>
- Activities
 - Synthesis Paper
 - Discussion: Reviews in your field of Medicine

Week 6

- Readings -- none
- Activities
 - Planning Memo: Review topic and POV
 - Discussion: Annotated Bibliography entries 1 / 2 / 3
 - Trade Journal Entry 2

Week 7

- Readings
 - Project page Expanded tab: Writing Review Introductions & Writing Review Body Sections
- Activities
 - Discussion: Review Paper Introductions and Outline

Week 8

- Readings
 - Project page Expanded tab: Writing Review Conclusions
- Activities
 - Draft one body section of review paper
 - Trade Journal Entry 3

Week 9

- Readings -- none
- Activities
 - Draft remainder of review paper
 - Extra credit: Peer Review

Writing for career development

Week 10

- Readings

- The Healthcare Student's Guide to Internships, <https://www.edumed.org/resources/student-online-guide-to-internships/>
- Activities
 - Find Internship
 - Reading and Writing for the Job Ad
 - Planning Memo: Internship/Job Position
 - Trade Journal Entry 4

Week 11

- Readings -- none
- Activities
 - Resume
 - Cover Letter

Week 12

- Readings -- none
- Activities
 - Personal Statement
 - Audio Recording: Why healthcare + Choice Questions
 - Trade Journal Entry 5

Writing Trade and Consumer Literature

Week 13

- Readings
 - Readability of Patient Education Materials, *Journal of Patient Experience*, <https://doi.org/10.1177/2374373521998847>
 - Doctors really want well-informed patients, *Better Health*, <https://getbetterhealth.com/doctors-really-want-well-informed-patients/>
- Activities
 - Discussion: Suitably Put, Fun with health information
 - Planning Memo

Week 14

- Readings
 - Patient and Public Involvement: beyond the Expert Patient, *British Medical Journal*, <https://doi.org/10.1136/bmj.b49>
 - The Informed Patient, *For the Record*, https://www.fortherecordmag.com/archives/ftr_07232007p34.shtml
- Activities
 - Suitably Put: Deep Analysis
 - Trade Paper

Week 15

- Readings
 - The Patient Engagement Pyramid, The 360 Marketer
- Activities
 - Work on Consumer Health Information Project

Week 16

- Readings -- none
- Activities
 - Consumer Health Information Project
 - Revision