ENC 3453: Writing in the Health Professions

(THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT)

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OFFICE HOURS: TBD AND BY APPOINTMENT

COURSE DESCRIPTION

Welcome! Medical professionals have a special obligation to communicate clearly, 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 caregivers. Given our current evidence-based medical culture, "evidence" is how we frame medical communication. In this class, students will use medical databases to write evidence-based prose for colleagues and to provide evidence-based tools to help patients. Personal "evidence" will be used to write career materials. Trade publication will show students how medical professionals use a combination of medical and anecdotal evidence to communicate with one another. 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, including short informative presentations and poster presentations.

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STUDENT LEARNING OUTCOMES

Content
- Identify features of academic, trade, and consumer-oriented publication
- Define the components of evidence-based medicine
- Describe how the three main genres of academic publication (research report, review, case study) contribute to the evidence-based medicine literature

Critical Thinking
- Evaluate research for scientific validity and clinical utility
- Appraise consumer-oriented health information for different audiences
- Analyze the academic literature for project-specific information

Communication
- Create effective health science messages for various audiences in various formats
- Write science prose to the standards expected of publication
- Create and manage personal documents for career advancement

Assignments	Points	Words
EBM Literacy 1: Synthesis	**150**	**1400**
• Bullet Analysis X 3	3 X 25	3 X 300
• Synthesis Paper	75	500
EBM Literacy 2: Review Paper	**300**	**2500**
• Annotated Bibliography	100	1000
• Review	200	1500
Professional Development	**100**	**350**
• Resume	50	150
• Personal Statement	50	200
Writing for Patients	**250**	**2100**
• Proposal	50	500
• Research Report	100	1200
• Poster Presentation	100	N/A
Close Reading Presentation	**100**	**N/A**
In-Class Activities	**100**	**N/A**
Total Possible Points	**1000**	**6000**

Grading Scale

A	4.0	94-100	930-1000
A-	3.67	90-93	900-929
B+	3.33	87-89	870-899
B	3.0	84-86	830-869
B-	2.67	80-83	800-829
C+	2.33	77-79	770-799
C	2.0	74-76	730-769
C-	1.67	70-73	700-729
D+	1.33	67-69	670-699
D	1.0	64-66	630-669
D-	0.67	60-623	600-629
E	0.00	0-59	0-599

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

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. Do not rely on your instructor for copy-editing, even on drafts.

You've Got This!

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

GE SLOs will be assessed in several ways. Content knowledge will be assessed primarily through writing assignments in which students demonstrate understanding of their field. Communication will be assessed through major writing assignments and engagement in public speaking, for which students are required to convey their knowledge and ideas clearly through collaborative in-class discussions and presentations to various audiences. Critical thinking will be assessed through students' abilities to select appropriate information and document design when writing and speaking to various stakeholders, including colleagues, patients, and the public.

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 will 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.

Attendance

Attendance is required. The policy of the University Writing Program is that if students miss more than **six periods** during the term, they will fail the entire course. The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with me **prior** to the date that will be missed. For absences due to quarantine or illness, I may require a signed doctor's note.

Requirements for class attendance, make-up exams, assignments, and other work in this class are consistent with university policies that can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Due Dates

All major assignments are due on Canvas at the date and time specified in the schedule. If you need more time to complete an assignment, please come talk to me as early as possible before the essay is due so that we can arrange an accommodation that will prioritize your success and time management. If you have not prearranged an extension, late assignments are penalized 10% for each calendar day. If you have a reason that you feel I should waive late points, please contact me to discuss this matter as soon as possible. These requests will be considered on a case-by-case basis.

Revisions

You may rewrite any of the major assignments (except for the final revision/anthology assignment) for a new grade. In addition to the revision, please include a one-page memo addressing what, how, and why you revised. Revised work is due two weeks after the assignment is returned to class.

Readings

Reading assignments typically appear in the syllabus on the date on which they are due. You should complete these readings before coming to class that day.

Classroom Demeanor and Conduct

This class is a safe space for open, engaging thought and discussion. The more you participate, the more you will get from this course. I welcome different—and even controversial—points of view, as long as they are presented in a respectful manner. Please remember that one of the norms of the academic discourse community is respect for others' racial, ethnic, and class backgrounds, religious and political beliefs, sexual orientations, and gender identities and abilities. This norm should be respected in your written work, as well as in class discussion. I invite you to challenge yourselves and see what lively, thoughtful discussion—and writing— you will accomplish as a result.

To foster a respectful environment, please turn cell phones and pagers off. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent. If you have a personal emergency and must keep your phone on one day, please discuss it with the instructor before class.

Please do not pack up your belongings until I am done speaking. If you respect my time in class, I will respect yours by making sure we do not go over our allotted time.

Office Hours and Writing Studio

Please come to my office hours if you have any questions about assignments, course policies or other concerns. My door is open even if you just want to have a chat and vent about the stresses of college! I am an excellent resource and am happy to steer you in the right direction with assignments **before** you turn them in. If you have a conflict with my office hours, please let me know and we can schedule a time to meet. The Writing Studio also offers one-on-one assistance for writing projects and is available to students of all levels.

Evaluations

Evaluations are the most effective way for you to provide feedback about the course and ensure that I am meeting the needs of UF students. Please fill out the evaluations 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 and time in class to fill them out. 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 register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must provide this documentation to me when requesting accommodation. **It is important to me to provide an accessible learning environment for all my students** Please let me know what I can do to make your experience in this course a success.

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.

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

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

- *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.

- *On-Line Students Complaints*: View the Distance Learning Student Complaint Process

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

General Education Credit

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 now 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 and meet minimum word counts.

Composition Credit: Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

Class Recording Policy

The State of Florida has passed a law regarding the recording of classes by students.
- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
  1. For the student's own personal educational use;
  2. In connection with a complaint to the University where the recording is made
  3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- A recording of a class lecture may not be published without the consent of the lecturer.
  - **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
  - A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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 which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor. 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.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.

*The use of artificial intelligence or Chabot software is considered academic dishonesty. As indicated in the Honor Code, "A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source."

EBM Literacy 1: Synthesis

Week 1

Course introduction

Week 2

Close Reading Activity and sign up

Close Reading Activity

Week 3

Close Reading Day
Due: Bullet Analysis #1 (Midnight via Canvas)

Week 4
Due: Bullet Analysis #2 (Midnight via Canvas)

Close Reading Day
Due: Bullet Analysis #3 (Midnight via Canvas)

Week 5

Peer Review
Due: Bring Draft of Synthesis Paper to Class

Close Reading Day
Due: Synthesis Paper (Midnight via Canvas)

EBM Literacy 2: Review Paper

Week 6
Library Visit

Close Reading Day

Week 7

Peer Review
Due: Bring Annotated Bibliography# 1, #2, & #3 entry to class

Week 8

    Due: Annotated Bibliography (midnight on Canvas)

    Close Reading Day

Week 9

Week 10
    Classes Canceled for Conference
    Due: Full draft of Review Paper (Bring to conference)

    Classes Canceled for Conference
    Due: Full draft of Review Paper (Bring to conference)

    Due: Full draft of Review Paper (Bring to conference)

              Professional Development

Week 11

    Due: Review Paper (Midnight via Canvas)
    Close Reading Day
    Due:

Week 12

    Peer Review
    Due: Bring Full draft of Personal Statement, Resume to class

    Due: Personal Statement, Resume (Midnight via Canvas)

Week 13

    Due: Proposals (Midnight via Canvas)

Week 14

Week 15
>	**Poster Presentations**
>	**POSTER SESSION 6-8pm**
>
>	**Poster Presentations**
>
>	**READING DAY**
>
>	**Due: Research Report (Midnight on Canvas)**