

ENC 3453: WRITING IN THE HEALTH PROFESSIONS || ONLINE, SUMMER B 2025

(THIS CLASS CONFERS 6000 WORDS / PREREQ: ENC 1101)

Instructor Contact information

Instructor: Liesel Hamilton

Email: hamiltonliesel@ufl.edu

Office Hours: TBD

Zoom: TBD

Telephone: 352-846-1138

Contents

Instructor Contact information	1
COURSE DESCRIPTION	2
Earning Credit for University Requirement: WR6000.....	2
Required Texts & Technologies.....	2
ENC 3453 Course Learning Outcomes	2
Major Assignments	3
Project 1: Evidence-Based Literacy: The Fundamentals of Academic Medicine	3
Project 2: Evidence-Based Prose: Writing for Academic Medicine	3
Project 3: Personal Evidence: Writing for Career Development.....	3
Project 4: Evidence-Based Practice: Writing for Patients	3
Assignment Values	3
Grading.....	4
Course Policies and Procedures	6
Paper Maintenance Responsibilities.....	6
Evaluations.....	7
Academic Honesty	7
Course Schedule.....	9
EBM Literacy project.....	Error! Bookmark not defined.
Writing for Academic Peers	Error! Bookmark not defined.
Writing for Career Development	Error! Bookmark not defined.
Patient Decision Aids	Error! Bookmark not defined.

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, patient and clients, families, and caregivers. 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, “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.

Earning Credit for University Requirement: WR6000

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. 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.**

Required Texts & Technologies

- There are no required texts for this class. Required readings will be provided directly in units.
 - This class uses Perusall for class readings.
- Recommended Writing Handbook
 - *Research and Documentation in the Digital Age*, Hacker and Finster, MacMillan Publishing, 2019 (you do not need to purchase this book)
- Per UF policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](#).
 - We strongly recommend headphones with a microphone for office hours and conferences.
 - All students should have access to a web cam and audio recording capability
- All students will need to use the [GatorCloud MS Collaboration Tools](#)
- Material/Class Fees: none

ENC 3453 Course 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 the value of medical information in shared decision-making
- Analyze the academic literature for project-specific information

Communication

- Present effective health science messages for various audiences
- Write science prose to the standards expected of publication
- Write and present information using appropriate visual tools

Major Assignments

To achieve the goals of helping students to think and communicate like discipline practitioners, this class employs project-based learning. Each project culminates in at least one major writing assignment requiring discipline-specific original content. Within projects, we employ the “LEAP” model: Learn, Explore, Analyze/Activate, Perform/Publish.

- **Learn** – readings, course lectures, and other learning materials that explain the genre and purpose of the project
- **Explore** – low stakes activities that help students identify and describe elements of the project
- **Analyze/Activate** – higher stakes activities in which students analyze, appraise, and critique authentic works
- **Perform/Publish** – content assignments for which students produce work relevant to their field

Project 1: Evidence-Based Literacy: The Fundamentals of Academic Medicine

We start class at the beginning, with readings, analysis, and writing. In this assignment, you will learn the foundations of evidence-based medical literacy by reading academic medicine and writing a micro-review paper called the Synthesis Series assignment.

Project 2: Evidence-Based Prose: Writing for Academic Medicine

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 practice using the academic databases and assemble a project-specific annotated bibliography.

Project 3: Personal Evidence: Writing for Career Development

Two tasks stand between you and becoming a practitioner: graduate school and experience. For this project, you will choose which you want to focus on now. If graduate school, then you will get the opportunity to write (and rewrite!) the "personal statement. If you want experience, (many health professions require internships or experiential hours), you'll craft a cover letter. In addition, you will put together a straightforward resume that will support either a job or grad school application.

Project 4: Evidence-Based Practice: Writing for Patients

Evidence-based medicine is sometimes at odds with evidence-based practice. The clinical life is a busy one, and the step most often left out in evidence-based care is the patient's preferences and values. Employing a shared decision-making process is a systematic way of providing patients and caregivers with the information needed to make a well-informed, confident decision. In this project, you will create a patient decision aid drawn from your review paper. In addition, you will create and deliver an informative poster.

Assignment Values

Unit	Assignments	Word Count	Total
Orientation	<ul style="list-style-type: none"> • Activities/Readings/Discussions: 40 points • Planning Memo: 25 points 	Planning Memo: 200 words	65

Project 1	<ul style="list-style-type: none"> Activities/Readings/Discussions: 100 points Planning Memo: 25 points Bullet Analyses: 3 @ 25 points each Synthesis Paper: 50 points 	<ul style="list-style-type: none"> Planning Memo: 200 words Bullet Analyses: 300 words Synthesis Paper: 500 words 	350
Project 2	<ul style="list-style-type: none"> Activities/Readings/Discussions: 110 points Planning Memo: 25 points Annotated Bibliography: 50 points Review Paper: 100 points 	<ul style="list-style-type: none"> Planning Memo: 200 words Annotated Bibliography: 1000 words Review Paper: 2000 words 	285
Project 3	<ul style="list-style-type: none"> Activities/Readings/Discussions: 10 points Planning Memo: 25 points Resume: 25 points Cover Letter/Personal Statement: 25 points 	<ul style="list-style-type: none"> Planning Memo: 200 words Resume: 100 words Cover Letter or Personal Statement: 100 words 	85
Project 4	<ul style="list-style-type: none"> Activities/Readings/Discussions: 50 points Planning Memo: 35 points Clinical Rationale Paper: 50 points PDA Poster Presentation: 50 points PDA e-Conference: 30 points 	<ul style="list-style-type: none"> Planning Memo: 200 words Presentation Script: 350 words Clinical Rationale Paper: 750 words 	215
TOTAL		6,100 words	1,000 points

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.

This course follows [UF grades and grading policies](#).

The University Writing Program uses the UF recommended grading scale.

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%

B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

It is UWP practice 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.

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 general assessment rubric (see below). More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Please note: To earn WR credit for this class, you must submit all writing assignments to which words are attached AND must earn a C grade or better.

REVISION OF ASSIGNMENTS

During 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. 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. Writing Studio appointments are available online as well as in-person.

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 at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least 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 at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	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 sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	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 some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy 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 learning 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.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Academic Honesty

UF students are bound by The Honor Pledge 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. *See the [UF Conduct Code website](#) for more information.* If you have any questions or concerns, please consult with the instructor or TAs in this class.

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.**

Each student’s work will be tested for 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 quotation, citation, or attributive tags, and using work you have previously submitted without permission from the instructor.

Cheating is defined as using or attempting to use “unauthorized materials or resources in any academic activity for academic advantage or benefit”. *Cheating includes use of “entities” to complete work.* “Entity” is defined in the Student Honor Code and Student Conduct Code (<https://policy.ufl.edu/regulation/4-040/>) in Section 2, “Definitions” as:

Entity	This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.
--------	---

Several items in “Cheating” refer to the use of Entities.

1. Using any materials or resources prepared by another person or **Entity** without the other person or Entity’s express Consent or without proper attribution to the other person or Entity.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to a Student.

5. Collaborating with another person or **Entity**, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.
6. Commissioning or seeking to commission another person or **Entity**, with or without compensation, to produce or complete academic work or to impersonate a student in any academic activity.

Instructors may choose if students can use an Entity for class assignments and if so, under what conditions. If you are not sure about the instructor's policy regarding the use of Entities for completing assignments, please ask *before submitting an assignment*.

If you commit academic dishonesty, the instructor will submit the incident to the Dean of Students Office as an Honor Code violation.

CAMPUS RESOURCES: NOTIFICATION LETTER FROM DEAN OF STUDENTS REQUIRED FOR PERSONAL EMERGENCY

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

CAMPUS RESOURCES: STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center – [click here to get started](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

CAMPUS RESOURCES: HEALTH AND WELLNESS

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
- 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
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

CAMPUS RESOURCES: ACADEMIC RESOURCES

- E-learning technical support: Contact the [UF Computing Help Desk](mailto:helpdesk@ufl.edu) 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](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- *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](#).
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course Schedule

WEEK 1 (6/30 – 7/04) -- COURSE INTRODUCTION / EBM LITERACY PROJECT

- Monday
 - Begin Course Orientation Module / complete Course Orientation Quiz as soon as you've done the work
 - **Start Planning Memo**: Your Area of Medicine (in Course Orientation Module)
 - **Start Practice reading**: Medical Professionalism
 - **Start Discussion**: Group Introductions
- Tuesday
 - **DUE** -- Course Orientation Quiz
 - **DUE** -- Course Orientation Video
 - **DUE** -- Annotation: Course Orientation
 - **DUE** Medical Professionalism Reading
- Wednesday
 - **DUE** Group Introductions
 - Begin Project 1: EBM Literacy
 - **DUE** -- Annotation: EBM Literacy Project
 - **DUE** -- Video: EBM Literacy
- Thursday
 - **DUE**: Discussion: EBM in your Field of Medicine
- Friday – 4th of July Holiday
- Sat - Sun -- read weekly announcement!

WEEK 2 (7/07 – 7/11) – EBM LITERACY: READING ANALYSES & SYNTHESIS PAPER

- Monday

- **DUE** -- Reading: SmartWatch Prospective Study
 - **Begin working** on Bullet Analysis 1 (use your Perusall notes!)
- Tuesday
 - **DUE** -- Reading: Wearable Tech Views...
 - **Begin working** on Bullet Analysis 2 (use your Perusall notes!)
 - **DUE** -- Activity: *Assessing Validity*
- Wednesday
 - **DUE** -- Reading: Comfort and Stability of Wearable Tech
 - **Begin working** on Bullet Analysis 3 (use your Perusall notes!)
- Thursday
 - **DUE** Bullet Analysis 1 - 3
 - Watch "Writing the Synthesis Paper" Video and read student samples
- Friday
 - **DUE** -- Video quiz: Synthesizing Sources
 - **DUE** -- Video quiz: Writing the Synthesis Paper
- Sat - Sun
 - Begin Project 2: Writing Academic Prose
 - **Read** Project Page
 - **Watch** Project Introduction Video
 - **Start Reading**: A Typology of Reviews
 - Read weekly announcement!

WEEK 3 (7/14 – 7/18) – EVIDENCE-BASED MEDICAL PROSE

- Monday
 - **DUE** -- Synthesis Paper
 - **DUE** -- Reading: A Typology of Reviews
 - **DUE** -- Lecture Video
 - **DUE** -- Page Annotation
- Tuesday
 - **Begin** Discussion: Reviews in your field of medicine
- Wednesday
 - **DUE** -- Discussion: Reviews in your field of medicine
 - **Begin** Planning Memo: Review Topic and RQ
- Thursday
 - Work on Planning Memo!
 - Watch: Annotated Bibliography Video
- Friday
 - **DUE** -- Planning Memo: Review Topic and RQ
 - **Begin working** on Annotated Bibliography!
- Sat – Sun
 - Read the announcement!

WEEK 4 (7/21 – 7/25) – EBM PROSE

- Monday
 - **DUE** -- Planning Procrastination AB #1
 - **Read Expanded Tab**: (HWT) Writing Reviews: The Beginning
 - **Watch** HWT Writing the Review Paper -- Writing Review Introductions

- **Begin** Discussion: Review Paper Introductions and Outlines
 - Look at Intro and Outline Discussion for what is required!
- Tuesday
 - **DUE** -- Planning Procrastination AB #2
 - **Read Expanded Tab:** (HWT) Writing Reviews: the Middle
 - **Watch HWT** Writing the Review Paper -- Writing Review Middles
- Wednesday
 - **DUE** -- Planning Procrastination AB #3
 - **Read Expanded Tab:** (HWT) Writing Reviews: the End
 - **Watch HWT** Writing the Review Paper -- Writing Review Conclusions
- Thursday
 - **Due** -- Discussion: introduction and outline
 - **Due** -- Annotated Bibliography (all 10 entries)
- Friday
 - DUE: ECO -- one body section for peer review
- Sat - Sun -- read weekly announcement!

WEEK 5 (7/28 – 8/01) – EBM FOR PATIENTS

- Monday
 - **DUE** -- Review Paper
 - Note: there is a non-point earning "Similarity Checker" assignment if you want to check Turnitin scores before submitting. Your score should not exceed 20% overall, and no single source should account for more than 5% (these values adapted from Bentham publishing)
- Tuesday
 - **DUE** -- Writing for Patients Project Introduction Video
 - **DUE** -- Project Annotation
 - **DUE:** Patient and Public Involvement: beyond the Expert Patient
 - **DUE:** Patient Empowerment
- Wednesday
 - **DUE:** Ultimate Guide to Patient Education Materials
 - **Begin Suitably Put** activity
- Thursday
 - **DUE:** Suitably Put: fun with health information
- Friday
 - **Begin Storyboard the Patient Material Discussion**
 - **DUE:** Planning Memo
- Sat - Sun

WEEK 6 (8/04 – 8/08) – EBM FOR PATIENTS (& PEERS)

- Monday
 - **DUE** -- Storyboard the Patient Material Discussion
- Tuesday - Wednesday
 - **Work on Patient Education Project**
- Thursday
 - **DUE:** Patient Health Education material to Instructor (must submit to access e-Meeting Discussion)
 - **DUE:** Patient Health Education material to e-Meeting Discussion
- Friday

- **DUE:** Reply posts to e-Meeting Discussion
 - **DUE:** Revision
- Revision **DUE**

